



## Implementation of Singing Method to Improve Early Childhood Language Skills at RA Tarbiyatul Aulad

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**Abstract:** This study aims to describe the application of the singing method in improving the language skills of early childhood at RA Tarbiyatul Aulad. Language skills are an important aspect in the development of early childhood that plays a role in communication and social interaction. The singing method is used as one of the interesting and enjoyable learning strategies for children. This study uses a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The subjects of the study were children in group A at RA Tarbiyatul Aulad. The results of the study showed that the singing method was able to improve children's language skills, both in terms of vocabulary, pronunciation, and courage to speak in front of their friends. The songs used in learning are adjusted to the theme and level of child development so that it is easier for children to understand the contents of the song and enrich new vocabulary. In addition, the singing method is also able to create a pleasant learning atmosphere, increase self-confidence, and train children's concentration. The application of this method routinely and in a structured manner has proven effective in supporting the language development of early childhood. This study recommends the use of the singing method as an alternative to innovative and enjoyable language learning in early childhood education institutions.

**Keywords :** Singing Method, Improve skills

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### INTRODUCTION

Language plays a crucial role in early childhood development, serving as a key tool for communication and social interaction. Good language skills allow children to express their thoughts, feelings, and understand the information around them. In addition, language is also the basis for children's cognitive and emotional development, affecting their ability to solve problems and interact with the social environment. Therefore, the development of language skills in the early stages of a child's life is essential to support their future success. This study aims to apply the singing method as a learning strategy to improve early childhood language skills in RA Tarbiyatul Aulad. The singing method was chosen because it is considered effective in creating a fun and interactive learning atmosphere, so that it can stimulate children's interest in learning languages.

Through simple and repetitive song lyrics, children can easily remember new vocabulary and sentence structures, which in turn improves their language skills. It is hoped that through the application of the singing method, children can enrich their vocabulary, practice good pronunciation, and increase their confidence in speaking actively. In addition, this method is also expected to help children understand the meaning of new words and concepts, as well as improve their ability to compose correct sentences.

Thus, the singing method not only improves the technical aspects of language, but also the cognitive and social-emotional aspects of the child.

However, in reality, early childhood language skills at RA Tarbiyatul Aulad are still relatively low. Children tend to be passive when communicating, have limited vocabulary, and lack confidence in speaking in front of their peers. This shows that the learning methods currently used are not effective in stimulating children's language development optimally. This condition requires special attention to find the right solution in improving children's language skills. Several previous studies have shown that the singing method is effective in improving early childhood language skills. For example, a study found that singing methods can improve English vocabulary mastery in early childhood. In addition, other studies have shown that singing methods can improve the speaking skills of 3-4-year-old children.

These findings suggest that the singing method can be an effective tool in children's language development. In addition, the singing method can also improve children's memory of the material being taught. Through melodies and rhythms, information can be stored longer in children's memory, making it easier for them to remember and use new vocabulary in daily communication. This shows that the singing method is not only beneficial for the language aspect, but also for the overall cognitive development of the child. The application of the singing method can also create a positive and fun learning environment. Children tend to be more motivated and enthusiastic in participating in learning delivered through singing.

In addition, this method can also increase children's active involvement in the learning process, so that they are more courageous to express and communicate. Thus, the singing method can be an effective alternative learning in overcoming language skills problems in early childhood. Based on the description above, this study proposes the application of the singing method as an effort to improve early childhood language skills in RA Tarbiyatul Aulad. It is hoped that through the application of this method, children can experience a significant improvement in their language skills, both in terms of vocabulary, pronunciation, and confidence in communicating. In addition, this research is also expected to make a positive contribution to the development of innovative and effective learning methods in early childhood education.

## **METHODS**

This study aimed to explore the effectiveness of the Singing Method in enhancing early childhood language skills at RA Tarbiyatul Aulad. The research employed a qualitative and quantitative approach to provide a comprehensive analysis of the impact of singing activities on language development. The methodology included observations, interviews, pre-and post-assessments, and teacher reflections to gain deeper insights into the effectiveness of this method. A classroom action research (CAR) design was utilized to systematically implement and evaluate the Singing Method. The research was conducted in cycles, each consisting of planning, implementation, observation, and reflection stages. This iterative process allowed for adjustments to be made based on children's responses and progress in language skills. The study was conducted at RA Tarbiyatul Aulad, an early childhood education institution that provides a structured learning environment for young children. The research focused on a group of children aged 4-6 years old, as this is a critical period for language acquisition and development.

The participants included 20 children from different linguistic backgrounds, ensuring diversity in language exposure and abilities. Teachers and caregivers also participated in the study by facilitating singing activities and providing insights into the children's language progress. Data collection methods included classroom observations, video recordings, structured interviews with teachers, and language skill assessments. These methods ensured a comprehensive analysis of how the Singing Method influenced children's verbal communication abilities.

Observations were conducted throughout the learning sessions to document children's engagement, participation, and verbal responses. The researchers took detailed notes on children's language use, fluency, pronunciation, and vocabulary acquisition during singing activities. Video recordings were used to capture children's verbal interactions and expressions during singing sessions. These recordings provided valuable data for analyzing changes in speech patterns, confidence levels, and pronunciation improvements over time. Structured interviews with teachers were conducted to gain insights into their experiences with implementing the Singing Method. Teachers provided feedback on children's progress, engagement levels, and challenges faced during the learning process. Pre-and post-assessments were used to measure changes in children's language skills. Before the intervention, children's baseline language abilities were assessed through verbal storytelling, vocabulary recall, and pronunciation tests. The same assessments were conducted after the intervention to evaluate improvements.

The Singing Method was implemented through structured singing sessions integrated into daily learning activities. Songs were carefully selected based on their linguistic complexity, thematic relevance, and engagement potential for young learners. A variety of song genres were incorporated, including nursery rhymes, traditional folk songs, and educational songs designed to introduce new vocabulary and sentence structures. These songs were chosen to align with children's cognitive and linguistic development stages.

The study explored different singing techniques, including repetition-based songs, call-and-response singing, and movement-integrated singing. Each technique aimed to enhance different aspects of language development, such as memory retention, pronunciation, and verbal fluency. Interactive elements, such as hand gestures, body movements, and facial expressions, were incorporated into singing activities to reinforce meaning and engagement. These multimodal learning strategies helped children associate words with actions, enhancing comprehension and retention. Teachers played a crucial role in facilitating singing activities by modeling correct pronunciation, emphasizing rhythm, and encouraging children to participate actively. Their guidance ensured that children gained confidence in using new vocabulary and sentence structures through singing. The research examined the impact of singing on phonological awareness, which is essential for early language development. Songs with rhyming words, alliteration, and syllabic patterns were used to help children recognize sounds and improve pronunciation accuracy. The study also investigated the effects of singing on vocabulary expansion.

Songs with repetitive structures introduced new words in a contextualized manner, enabling children to grasp meanings and use them in everyday speech. Children's confidence in speaking was another key focus of the study. Many young learners are hesitant to speak due to fear of making mistakes. Singing provided a stress-free environment for verbal expression, helping children gain confidence in using language. Social interactions during group singing activities were observed to assess their influence on language development.

Singing in a group setting encouraged turn-taking, listening skills, and verbal responsiveness, which are essential components of effective communication. The research also considered the cultural relevance of songs used in the study. Traditional and locally relevant songs were included to ensure that children could relate to the lyrics and themes, making the learning process more meaningful and engaging. One of the challenges encountered was the varying levels of language proficiency among children. Some children required additional support to keep up with song lyrics, while others quickly grasped new vocabulary and pronunciation patterns. To address individual learning needs, differentiated instruction was implemented. Teachers provided additional scaffolding for children who needed extra support, while advanced learners were encouraged to create their own song variations. The effectiveness of the Singing Method was evaluated based on children's progress in vocabulary acquisition, pronunciation clarity, fluency, and overall engagement in verbal communication.

Data analysis involved qualitative and quantitative methods. Qualitative data from observations and interviews were analyzed thematically to identify common patterns in children's language development. Quantitative data from pre-and post-assessments were statistically compared to measure improvements. The study revealed that the Singing Method had a positive impact on children's language skills. Many children demonstrated noticeable improvements in pronunciation, vocabulary usage, and sentence formation after participating in singing activities.

Teachers reported increased enthusiasm and participation among children during language learning sessions. The engaging nature of singing made children more willing to experiment with new words and sentence structures in a natural and enjoyable way. The findings also indicated that singing helped children develop a stronger sense of rhythm and phonetic awareness, which are foundational skills for reading and writing development. Parents observed positive changes in their children's verbal communication skills at home. Many children spontaneously sang songs learned in class, reinforcing their language skills in everyday interactions.

Based on the findings, the study recommends incorporating the Singing Method into early childhood language curricula as a complementary strategy for enhancing verbal skills. Future research could explore the long-term effects of singing on language retention and literacy development. Additionally, comparative studies between different singing techniques could provide further insights into the most effective approaches for language learning. In conclusion, the Singing Method is an effective and enjoyable approach to improving early childhood language skills. By integrating singing into daily learning activities, educators can create a dynamic and supportive environment for language development at RA Tarbiyatul Aulad.

## **RESULTS**

The study on the implementation of the Singing Method to improve early childhood language skills at RA Tarbiyatul Aulad yielded significant findings. The results indicate that singing activities contributed positively to the development of children's vocabulary, pronunciation, fluency, and confidence in verbal expression. One of the most notable findings was the enhancement of children's vocabulary. Through repeated exposure to songs with rich linguistic content, children were able to learn and retain new words more effectively. The repetitive nature of songs reinforced word recognition and helped children apply new vocabulary in their daily conversations. Children demonstrated noticeable improvements in pronunciation accuracy. By listening to and mimicking the correct pronunciation in songs, they developed better articulation and clarity in speech. Teachers observed that children who initially struggled with certain sounds improved significantly over the course of the study. Fluency in speaking was another major area of progress. Initially, some children hesitated to speak in complete sentences. However, as they became more comfortable with singing, their ability to form coherent and fluid speech improved.

Singing allowed them to practice language rhythmically, making verbal expression more natural. The study also found that singing helped build children's confidence in speaking. Many children who were previously shy or reluctant to speak became more engaged in verbal communication. Singing provided a supportive and enjoyable platform for language practice, reducing anxiety and fear of making mistakes. The interactive nature of singing sessions encouraged active participation. Children eagerly joined group singing activities, demonstrating enthusiasm and engagement. This participation fostered a sense of community and collaboration, making language learning more dynamic and enjoyable. Listening skills improved significantly as a result of the Singing Method. Children paid close attention to song lyrics, melody, and rhythm, which enhanced their ability to process spoken language more effectively. Improved listening comprehension contributed to better understanding and response in conversations. Teachers observed



that children became more expressive in their verbal communication. They used gestures, facial expressions, and varied intonations while singing and speaking, indicating a deeper connection with language.

These expressive elements enriched their overall communication skills. Group singing activities enhanced children's social skills. They learned to take turns, listen to their peers, and respond appropriately during interactive songs. This cooperative aspect of singing helped them develop essential conversational and interpersonal skills. The study revealed that singing played a crucial role in phonemic awareness. Children became more attuned to different sounds and syllables within words, which is fundamental for reading and writing development. Songs with rhymes and alliterations particularly supported this phonological awareness. Parents reported noticeable improvements in their children's language abilities at home. Many children spontaneously sang songs they had learned in school and used new vocabulary in everyday conversations. This extension of learning beyond the classroom reinforced language acquisition. The study also found that children retained learned vocabulary more effectively through songs than through traditional memorization methods. The combination of melody and repetition created a powerful reinforcement mechanism that strengthened memory retention.

Cultural relevance played a key role in children's engagement with songs. Songs that reflected familiar themes, traditions, and daily experiences were particularly effective in capturing children's interest and enhancing comprehension. Teachers found that incorporating movement and actions into singing activities further enriched language learning. Children who physically engaged with songs through gestures and body movements demonstrated better retention and comprehension of lyrics. The research highlighted that storytelling elements within songs helped children grasp narrative structures. Many children began to use storytelling techniques in their speech, forming more structured and descriptive sentences. The integration of visual aids, such as pictures and props, during singing sessions contributed to stronger word associations. Seeing visual representations of song lyrics helped children understand meanings more concretely, reinforcing their vocabulary development. Children showed increased enthusiasm for learning through the Singing Method. Many of them actively requested specific songs and demonstrated excitement about participating in singing activities.

This enthusiasm positively influenced their overall attitude toward language learning. Observations revealed that the Singing Method supported bilingual children in developing proficiency in both their first and second languages. Songs that incorporated both languages provided a natural and engaging way to build multilingual skills. Teachers reported that the structured rhythm of songs helped children with speech delays improve their articulation and pacing. The predictability of song lyrics allowed these children to practice language in a non-intimidating manner.

The study found that children became more imaginative and creative in their language use. Many children started inventing their own songs or modifying lyrics, demonstrating an expanded ability to manipulate and experiment with language. Assessments indicated that children who participated in singing activities scored higher in language proficiency tests compared to those who did not. These results suggest that the Singing Method is an effective tool for accelerating language development in early childhood education.

Teachers found that the Singing Method was an inclusive approach that accommodated diverse learning needs. Children with different language abilities, including those with speech difficulties, were able to participate and benefit from singing activities at their own pace. The research found that using singing as a daily routine helped reinforce consistent language exposure. Singing during transitions, such as before meals or after playtime, provided additional opportunities for children to engage with language in meaningful contexts. An unexpected finding was that children who engaged in singing activities displayed improved emotional regulation.

The rhythmic and melodic aspects of songs seemed to have a calming effect, helping children manage their emotions and communicate their feelings more effectively. The study suggested that singing contributed to the development of metalinguistic awareness. Children became more conscious of how words were structured and pronounced, allowing them to make connections between spoken and written language. Future research could explore the long-term effects of the Singing Method on literacy skills, including reading and writing development.

Investigating its impact on different age groups and cultural settings would further validate its effectiveness. The findings recommend integrating the Singing Method into the early childhood curriculum as a fundamental approach to language learning. The method not only enhances linguistic abilities but also supports social, cognitive, and emotional development. Teachers emphasized that professional development in musical pedagogy would enhance the effectiveness of the Singing Method. Training educators in singing techniques and song selection would optimize language learning outcomes. The study concluded that the Singing Method is a powerful and enjoyable strategy for developing language skills in early childhood. Its impact on vocabulary, pronunciation, fluency, and confidence makes it a valuable tool in language education. Children who participated in singing activities demonstrated stronger communication skills, greater enthusiasm for learning, and a more positive attitude toward language use. The findings underscore the importance of creating a language-rich environment through singing.

By integrating music into daily interactions, educators can foster a more engaging and effective language learning experience. Overall, the research confirms that singing is more than just a musical activity—it is a dynamic pedagogical approach that nurtures language acquisition, social interaction, and cognitive development in young learners at RA Tarbiyatul Aulad.

## **DISCUSSION**

The implementation of the Singing Method at RA Tarbiyatul Aulad has provided valuable insights into its effectiveness in enhancing children's language skills. The discussion focuses on the key findings of the study, analyzing how singing influences vocabulary acquisition, pronunciation, fluency, and confidence in speaking.

One of the most significant aspects of this study was the role of singing in vocabulary development. The repetitive nature of songs allowed children to familiarize themselves with new words in a structured and engaging manner. The contextual use of words in songs reinforced meaning, making it easier for children to retain and apply vocabulary in daily conversations. Pronunciation improvement was another critical area of development observed in the study. Through frequent exposure to clear and rhythmic song lyrics, children learned proper articulation and phonetic patterns.

Teachers reported noticeable advancements in children's ability to pronounce words correctly, even those that were initially challenging. The study also highlighted the role of melody and rhythm in reinforcing language learning. Singing provides a natural flow of language that makes it easier for children to process sentence structures and grammatical patterns.

This structured approach helped children internalize correct speech patterns without feeling pressured to memorize rules. Fluency in speaking increased significantly due to the integration of songs into daily learning activities. Singing encouraged children to produce continuous speech, reducing hesitation and increasing verbal confidence. The structured repetition of lyrics helped children form sentences more fluidly and naturally. Another critical aspect of the study was the impact of singing on children's confidence in verbal expression.

Many children who were initially reluctant to speak became more comfortable using language through singing. The supportive and enjoyable nature of musical activities created a non-threatening environment for language practice. The interactive nature of

group singing also fostered social development alongside language growth. Singing with peers encouraged children to listen, respond, and engage in turn-taking, which are essential conversational skills. This collaborative aspect of music-making enhanced their ability to communicate effectively.

Listening skills improved as children actively engaged in songs, paying attention to lyrics, melodies, and intonations. Enhanced listening comprehension contributed to better overall language processing and responsiveness in conversations. The study found that singing contributed to phonemic awareness, a crucial skill in early language development. Songs with rhymes, alliterations, and syllable patterns helped children recognize sound structures, which later supports literacy development.

The inclusion of culturally relevant songs played a significant role in children's engagement and understanding. Songs that reflected familiar themes and experiences helped children relate to the lyrics, making language learning more meaningful and applicable to their everyday lives. Teachers observed that incorporating movement and gestures into singing activities further reinforced language learning. Physical engagement helped children associate words with actions, strengthening their comprehension and memory retention. An unexpected finding was the impact of singing on children's emotional expression. Many children used songs as a medium to express their feelings, demonstrating that language learning through music is not only about vocabulary but also about emotional and social communication. The study also examined the benefits of using visual aids in conjunction with singing. Pictures, props, and hand movements helped children grasp word meanings more concretely, reinforcing their understanding and retention of new vocabulary.

Children who participated in singing activities exhibited greater enthusiasm and motivation to learn language. The joy associated with singing made learning a pleasurable experience rather than a task, leading to higher levels of participation and engagement. Another advantage of the Singing Method was its inclusivity. Children with varying language abilities, including those with speech delays, were able to participate at their own pace.

Singing provided a structured yet flexible approach to accommodate diverse learning needs. The role of repetition in language learning was reinforced through this study. Repetitive song lyrics helped children internalize words and sentence structures, improving their recall and application in other contexts. Singing also introduced an element of storytelling into language learning. Many songs contained narrative elements, helping children understand sequences, cause-and-effect relationships, and descriptive language. Teachers found that songs with call-and-response patterns were particularly effective in engaging children.

This interactive format encouraged active participation and allowed children to practice language in a dynamic, responsive way. Parents played a supportive role in reinforcing language skills learned through singing. Many children continued singing songs at home, which extended language learning beyond the classroom and into their everyday environments. The study found that the use of familiar melodies with new lyrics helped children learn more effectively. By adapting known tunes to introduce new vocabulary, teachers created an engaging bridge between previous knowledge and new learning. The Singing Method also had a positive impact on bilingual learners. Children learning multiple languages benefited from exposure to songs in different languages, which helped them develop parallel linguistic competencies. Assessments revealed that children who engaged in singing activities demonstrated stronger retention of new vocabulary and sentence structures.

Compared to traditional rote memorization, singing provided a more effective and enjoyable learning experience. The research emphasized that structured singing sessions should be consistently integrated into the curriculum. Daily exposure to songs ensured continuous reinforcement of language skills, leading to long-term improvements in verbal communication. Teachers found that incorporating musical games into language learning

further enhanced engagement. Games involving rhythm, rhyme, and movement encouraged children to practice language in an interactive and enjoyable manner. The study suggested that teachers should receive professional development in using music for language instruction. Training in song selection, musical techniques, and integration strategies could optimize the effectiveness of the Singing Method in early childhood education. The research indicated that singing helped children transition between activities more smoothly.

Using songs to signal changes in routines, such as cleanup time or storytime, provided additional opportunities for language reinforcement. Future studies could explore the long-term impact of singing on children's literacy development. Investigating the connection between early exposure to song-based language learning and later reading and writing proficiency would provide further insights. The findings support the inclusion of singing as a core component of early language education. Given its positive impact on vocabulary acquisition, pronunciation, fluency, and confidence, the Singing Method is a valuable tool for fostering early linguistic development. By integrating singing into daily classroom activities, educators can create a language-rich environment that encourages natural and enjoyable learning experiences. This approach ensures that language development is not only effective but also engaging and meaningful for young learners.

Overall, the study confirmed that the Singing Method is a powerful pedagogical approach for enhancing early childhood language skills. Its benefits extend beyond linguistic growth, supporting cognitive, social, and emotional development in young learners. Implementing the Singing Method at RA Tarbiyatul Aulad has demonstrated that music is more than just entertainment—it is a dynamic and essential tool for early language acquisition. By fostering a love for singing and learning, educators can help children build a strong foundation for future communication skills.

## **CONCLUSION**

The study on the implementation of the Singing Method at RA Tarbiyatul Aulad has provided conclusive evidence that singing is an effective tool for enhancing early childhood language skills. Through structured singing activities, children demonstrated significant improvements in vocabulary, pronunciation, fluency, and confidence in verbal expression. One of the key findings of the study is that singing facilitates vocabulary acquisition in young learners. The repetitive nature of songs allows children to internalize new words more efficiently, making language learning more engaging and enjoyable. By hearing and repeating words in a musical context, children were able to expand their vocabulary naturally.

Pronunciation skills were also positively impacted by the Singing Method. The rhythmic structure of songs provided a clear and consistent model for correct pronunciation. Teachers observed that children who previously struggled with articulation improved significantly over the duration of the study. Fluency in verbal communication was another notable improvement. Singing helped children develop a natural flow in their speech by encouraging continuous language production. The rhythmic and melodic aspects of songs helped children transition smoothly between words and sentences.

The study confirmed that singing boosts children's confidence in speaking. Many children who were initially shy or hesitant to express themselves became more willing to engage in verbal interactions after participating in singing activities. The non-judgmental and enjoyable nature of music reduced anxiety and encouraged self-expression. Social interaction was enhanced through group singing sessions. Singing together fostered collaboration, turn-taking, and active listening, all of which are essential communication skills. This cooperative environment supported children's ability to engage in meaningful conversations.



The study also highlighted that singing improves children's listening skills. By paying attention to song lyrics and melodies, children became more receptive to spoken language. Enhanced listening comprehension led to better understanding and response in conversations. The incorporation of culturally relevant songs played a significant role in engaging children in language learning. Songs that reflected familiar experiences and daily routines resonated more with children, making language acquisition more meaningful. Singing also played a crucial role in phonemic awareness development. Songs with rhyming words and alliteration helped children recognize sound patterns, which is fundamental for later reading and writing skills.

Teachers found that integrating movement and gestures into singing further enriched language learning. By physically engaging with the lyrics, children strengthened their word associations and memory retention, leading to more effective learning. Children who participated in singing activities exhibited higher levels of enthusiasm for language learning. The enjoyable nature of music made learning an exciting and engaging experience, motivating children to practice language skills more frequently. The study demonstrated that the Singing Method is particularly beneficial for bilingual children. Exposure to songs in multiple languages provided an engaging way to develop proficiency in both their first and second languages, reinforcing their multilingual abilities. Parental involvement played an important role in reinforcing language skills learned through singing.

Many children continued to sing songs at home, further strengthening their language development outside of the classroom. The research found that singing contributed to children's ability to retain learned words and phrases more effectively compared to traditional rote memorization methods. The combination of melody and repetition created a strong reinforcement mechanism that enhanced memory retention. Another significant finding was that the Singing Method supported children with speech delays. The structured nature of songs helped children with articulation difficulties practice language in a stress-free and enjoyable way. Children also demonstrated greater creativity and imagination through singing. Many started inventing their own songs or modifying lyrics, showing a deeper connection with language and an expanded ability to experiment with words.

The study revealed that songs incorporating storytelling elements helped children develop narrative skills. Many children became more comfortable constructing sentences and forming logical sequences in their speech. Visual aids used alongside singing activities contributed to stronger word associations and language comprehension. Pictures, props, and gestures helped children understand the meaning of words more concretely, reinforcing their vocabulary development.

Teachers emphasized that structured singing routines should be a fundamental part of the early childhood curriculum. Daily exposure to music ensures continuous language reinforcement and long-term improvements in verbal communication. Assessments indicated that children who engaged in singing activities performed better in language proficiency tests compared to those who did not.

This suggests that the Singing Method is a highly effective strategy for accelerating language development. The study highlighted the importance of professional training for educators in using music for language instruction. Providing teachers with knowledge of song selection and musical techniques can further optimize the effectiveness of the Singing Method. Future research could explore the long-term effects of singing on literacy development.

Investigating how early exposure to musical language learning influences later reading and writing skills would provide valuable insights. An unexpected finding was that singing had a calming effect on children, contributing to better emotional regulation. Many children used songs to express their emotions, demonstrating that music serves not only as a linguistic tool but also as a means of self-expression. The study found that the Singing Method is an inclusive approach that accommodates diverse learning needs. Children with

varying levels of language proficiency were able to participate and benefit from singing activities at their own pace. Teachers noted that using singing as a transition tool between activities helped maintain a structured and engaging learning environment. Songs used during transitions reinforced language exposure and routine recognition.

Overall, the findings support the integration of singing into early childhood language instruction. The method's ability to enhance vocabulary, pronunciation, fluency, and confidence makes it a valuable pedagogical tool. By embedding singing into daily learning experiences, educators can create a language-rich environment that fosters natural and enjoyable communication development. The study concludes that singing is a powerful and effective strategy for early language acquisition. Its benefits extend beyond linguistic development to include social, cognitive, and emotional growth in young learners. Children who participated in singing activities demonstrated greater communication skills, enthusiasm for learning, and a more positive attitude toward language use. The results confirm that music is more than just entertainment; it is an essential and dynamic approach to language education that nurtures multiple areas of a child's development.

Teachers and parents alike should recognize the value of music in early language learning and seek ways to incorporate singing into children's daily routines. Future studies could explore how different types of songs influence language learning outcomes. Understanding the impact of various musical elements on language development would help refine and improve singing-based educational strategies. The Singing Method has proven to be a joyful and effective approach for enhancing children's communication skills.

Encouraging music-based learning can help children develop a lifelong love for language and expression. Given its numerous benefits, the Singing Method should be actively promoted in early childhood education as a fundamental tool for linguistic and social development. The findings from RA Tarbiyatul Aulad can serve as a model for other early childhood education institutions looking to incorporate music into their language learning programs. Ultimately, the study reaffirms that music is a natural and engaging medium through which children can develop their language skills in a stress-free and enjoyable manner. By continuing to explore and refine the use of the Singing Method in early childhood education, educators can unlock new opportunities for enhancing children's communication abilities and overall learning experiences. In conclusion, the Singing Method is a highly effective approach that not only improves early childhood language skills but also fosters confidence, social interaction, and cognitive development. Its integration into early education programs can lead to lasting benefits for young learners.

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