

The Improving of Intelligence Verbal-Linguistic Ability on Singing Method at the Group B of Pantai Indah Kindergarten, North Buton Regency

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Abstract

The formulation of the problem is whether the intelligence of verbal-linguistic ability can be improved on singing method at the group B pantai indah kindergarten north regency, southeast sulawesi? The purpose of this study was to improve verbal of linguistic ability on singing method in B group pantai indah kindergarten north buton regency, southeast sulawesi. This type of the research is Classroom Action Research. This research was conducted in two cycles. The stages in this study follow the classroom action research procedures, namely: (1) planning, (2) implementation, (3) observation, (4) reflection. The subjects in this study were teachers and students in group B pantai indah kindergarten, amounting to 22 children consist of 7 girls and 15 boys. Based on the results of data analysis of teachers teaching activities in the first cycle as many as 15 aspects obtained a percentage of 86.7% or 13 aspects achieved, the students learning activities in the first cycle as many as 15 aspects obtained a percentage of 80% or 12 aspects achieved and from the results of children's learning obtained a percentage of 63.6%. The results of the analysis of data teacher teaching activity in the second cycle have increased with the percentage obtained 93.3% in the learning activities of students in the second cycle obtained a percentage of 93.3% and children learning outcomes in improving verbal abilities on singing method in the second cycle was achieved with a percentage amounted to 86.4%. Thus it can be concluded that intelligence of verbal-linguistic ability can be improved on singing methods at the group B pantai indah kindergarten north regency southeast sulawesi.

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INTRODUCTION

Early childhood is a child who is only born until the age of 6 years. This age is a very determining in shaping the character and personality of children. Early childhood is the age when children experience rapid growth and development. Early childhood is the most important and fundamental early period in the range of growth and development of human life. Early childhood is often called the golden age. At this time the child's brain experienced the fastest development in the history of life. According to Law No. 20 of 2003 Paragraph 1 (in Ministerial Regulation of National Education No. 58 of 2009) concerning the National Education system states that "what is meant by early childhood is children who fall in the age range of 0-6 years".

During this period, the child's brain is experiencing very rapid growth. The world of education is an effort to educate the nation's life and improve the quality of human resources. To improve education is done by providing knowledge or what is called learning in the life of a human being that starts early. Learning as knowledge that is obtained by children for the first time is by understanding what their parents do, both actions and words spoken. So children will learn directly through the initial environment in which a child develops.

Verbal-linguistic intelligence in early childhood can be developed in various ways, including listening to stories, reading books, conversing, projects, role playing, brainstorming, exercises, quizzes, puzzles, telling stories, singing, repeating- said, listen to it. These methods are used for the growth of children's love for books, introduction to reading and writing, developing of speaking skills, developing vocabulary, sharpening pragmatic sensitivity, language games and humor, developing of listening. According to Gardner (in Chatib, 2012: 87), every child has a tendency to intelligence from nine intelligences, namely language intelligence (linguistics), mathematical-logical intelligence (cognitive), image and space intelligence (visual-spatial) intelligent music, movement intelligence (kinesthetic), social intelligence (interpersonal), personal intelligence (intra personal), natural intelligence and existential intelligence.

Verbal-linguistic intelligence is one that is expressed by Gardner. According to Gardner (Armstrong, 1996: 7), linguistic intelligence "explodes" in childhood and persists into old age. Related to the neurological system, this intelligence is located in the left hemisphere of the brain and

the front lobes. Linguistic intelligence is represented by words, both primary and secondary symbols and their rules. This intelligence is also known as language intelligence. A person with high verbal-linguistic intelligence can demonstrate an appropriate language acquisition. Such as people can tell stories, debate, discuss, interpret, present reports and carry out various other tasks related to speaking and writing and can easily influence others through their words.

From the nine intelligences possessed by children, one of the intelligences that children must have is verbal-linguistic intelligence because of with verbal-linguistic intelligence children can use words effectively. According to Armstrong (in Sujiono, Y.N and Sujiono, B, 2010:55), argues that linguistic intelligence is the intelligence in managing words or the ability to use words effectively both orally and in writing. However, that what happens in *pantai indah* kindergarten is that not all children have good verbal-linguistic intelligence. This can be seen from the way children communicate with their peers and teachers, children also tend to be calm. The lack of verbal-linguistic intelligence of children is due to several factors, namely, the habits of children in the family who still frequently use regional languages, and environmental factors. This is where the teacher's role is needed in improving the verbal-linguistic intelligence of children in schools.

Verbal-Linguistic Intelligence

1. Verbal Ability

According to Koyan (2003:7), verbal ability is the ability to understand the ideas expressed in the form of words. Meanwhile, according to the Big Indonesian Dictionary, verbal ability is the potential ability of a person in the field of language which can be measured through tests of verbal knowledge of vocabulary or words, equivalent words or verbal analogies, word equations or synonyms, opposites or antonyms, and other verbal.

2. Development of Verbal Ability

The development of speaking skills is an activity that must be carried out by every educator. The ability to speak allows children to be good at telling stories, discussing, giving speeches, and arguing at a later date. The development of speaking skills is carried out by conversing, role playing, wording games, and serial story.

3. Definition of Verbal-Linguistic Intelligence

Verbal-linguistic intelligence is the intelligence in word processing or the ability to use

words or abilities effectively both orally and in writing. People who are intelligent in this field can argue, convince people, entertain or teach effectively through the words they speak. Verbal-linguistic intelligence or known as word intelligence is the ability to use both spoken and written language accurately. Using words is the main way to think and problems solve for people who have this intelligence. According to Yusuf and Nurisan (2006:230), linguistic intelligence is a very sensitive ability to sound, rhythm and the meaning of words as well as a strong desire to express it in written form. According to Sefrina (2013:39), linguistic intelligence is that related to the use of language and vocabulary, both written and spoken.

Linguistic intelligence, is the ability to use and process words effectively both orally and in writing. Armstrong stated that linguistic intelligence is the intelligence in managing words or the ability to use words effectively both orally and in writing. Meanwhile, Jasmine (2007: 16-17), explains that linguistic intelligence is what some educators and writers call verbal intelligence, different from other intelligences because everyone who is able to speak can be said to have this intelligence at several levels. Verbal-linguistic intelligence refers to the ability to compose thoughts clearly and to be able to competently use abilities through words to speak, read and write. Verbally-linguistically intelligent individuals are prominent in words, both spoken and written.

4. Stimulation of Children's Verbal-Linguistic Intelligence

In fact to arouse children's creativity, it cannot be separated from communication activities, both verbal communication or non-verbal. Montessori states in his book *The Absorbent Mind*: "we must begin to realize that the child reaches his knowledge of grammar by means of himself" but this statement is no excuse for us not to speak to him grammatically or to help him formulate his sentences. The conclusion is that the ability to use language "to speak" is very important, because it has a very important role in all subsequent intellectual growth. The sensitive period for language starts from birth. Babies hearing sounds, seeing the lips and tongue as speech organs from birth, can get tangled all the time. By the age of six, without direct teaching, children will acquire a large vocabulary, in basic sentences, and inflections and language accents.

5. Singing Method

1). Understanding of singing method

Singing is a part of a child's life that is often done by children singing a songs that have been heard before. Singing can be done at any time, either at the beginning of the lesson or at the end of the lesson. The time to apply this method is not limited to the learning hours. It can be concluded that learning to sing is an interaction between the teacher and students in order to develop knowledge by using the lyrics that are sung or contain the resulting tone of the voice singing the song.

2). Purpose of Singing

Singing is a fundamental musical activity, because children can hear through their senses and can voice a variety of musical tones and rhythms. By involving children in singing together, we indirectly provide pleasant experiences to their children. The goals of the singing method for early childhood include fostering feelings of rhythm and aesthetics, enriching vocabulary, training memory, and providing satisfaction, joy, and happiness. These things will encourage children to be more active in learning. Singing activities are also inseparable from early childhood. Children really like to sing and clap and dance too. Through singing children can practice the development of children's vocabulary and speaking skills.

3). Benefits of Singing

According to Honing in Masito et al (2005: 86), singing has many benefits in children's learning practices and personal development in general, because singing can be fun, eliminates anxiety, expresses self-confidence, develops a sense of humor and develops thinking skills. According to Ali (1984:10), asserts that the purpose of singing is to cultivate a feeling of rhythm, aesthetic feeling, enrich the vocabulary, train memory. Singing provides satisfaction, joy and happiness for children so that it can encourage children to be interested in studying hard with the benefits of singing in the learning process in early childhood. Learners are required to be creative in creating songs related to learning material especially if the learners can accompany it with music instruments, the learning atmosphere will be more lively and fun (Early Childhood, 2006: 12).

RESEARCH METHOD

Types of the research

This research uses classroom action research which in english is called Classroom Acti-

on Research. Classroom Action Research is the observation carried out by the people involved (teachers, students, head master) by using self-reflection methods and aims to make improvements in various aspects of learning (Suyadi, 2013: 22). This research was conducted at pantai indah kindergarten, North Buton, in academic year 2019/2020. The implementation of the action is adjusted to the learning theme at school. The subjects of this study were students from group B, totaling 22 children, consist of 15 boys and 7 girls. This research was conducted in two cycles, each cycle carried out four meetings. Kurt Lewin in (Wijaya, 2012:20), suggests a model based on the main concept that action research consists of four main components that also show steps, namely: 1). Planning, 2). Action, 3). Observation, 4). Reflection.

Data Analysis Techniques

The data analysis technique used is descriptive analysis guidelines for granting assessment refer to kindergarten units. Departement of National Education, (2004:26). Based on this formula, individual success can be grouped as follows:

Tabel 1. Kategori Keberhasilan secara Individual

Interval	Category	Symbol of Stars
3,50-4,00	Developing by Excellent	****
2,50-3,49	Developing according to Expectations	***
1,50-2,49	Starting to Developing	**
0,01-1,40	Under Developing	*

(Departement of National Education, 2004:26))

Explanation of the symbols:

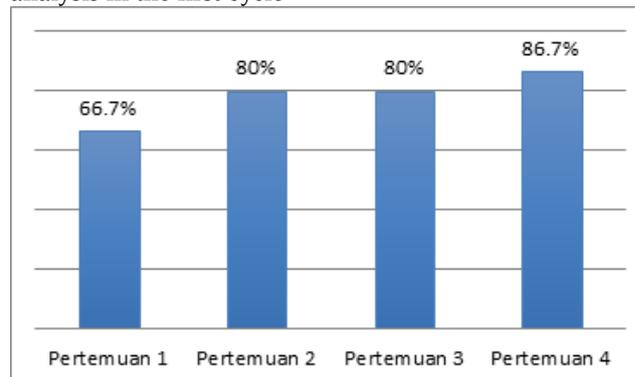
- **** = Developing by Excellent.
- *** = Developing according to Expectations.
- ** = Starting to Developing.
- * = Under Developing.

RESULTS AND DISCUSSION

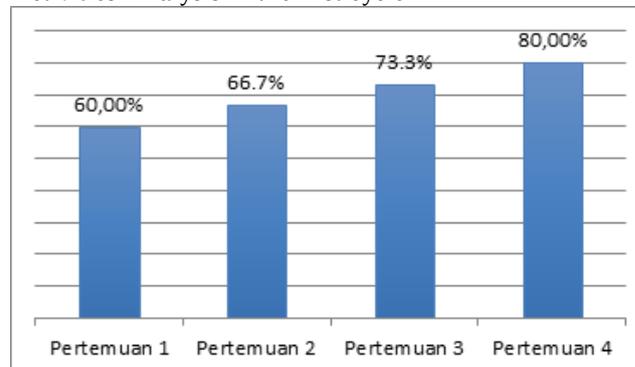
Description of action at the first cycle

Based on the observation of collaborators, namely Martiana, S. Pd, the success of teacher teaching the infirst cycle can be displayed through the histogram as follows:

Histogram 1. The results of teacher teaching analysis in the first cycle



Histogram 2. The results of Children's Learning Activities Analysis in the first cycle



Based on the histogram, it can be seen that the children learning activities in the first cycle of first meeting are 60%, the second meeting is 66.7%, the third meeting is 73.3%, and fourth meeting is 80%. Thus, children's learning activities in the first cycle have unreached the assessment indicators. Based on table 3, it shows that the average value of students is at the star value level (***) or developing according to expectations. The classical success analysis obtained the results as shown in the following table:

Table 2. Calculation of Classical Value in the first Cycle

Category	Total of Children	Percentage (%)
Developing by Excellent	2	9,1%
Developing according to Expectations	12	54,5%
Starting to Developing	8	36,4%
Under Developing	-	-
Total	22	100%

Explanation of the symbols:

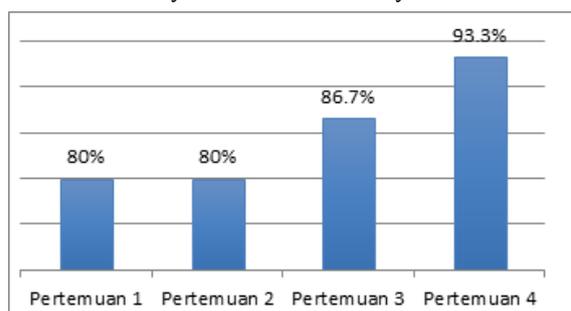
- **** = Developing by Excellent.
- *** = Developing according to Expectations.
- ** = Starting to Developing.
- * = Under Developing.

Based on table 2, the percentage of classical success of students who achieved the Developing by Excellent category were 2 students with a percentage of 9.1%, who reached the Developing according to Expectations category as many as 12 students with a percentage of 54.5% and those who reaching the Starting to Developing category as many as 8 students with a percentage of 36.4%.

Description of Action in the second Cycle

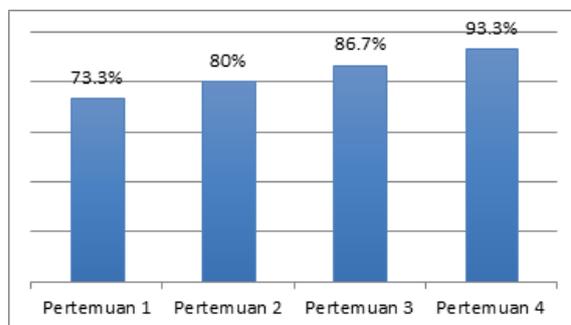
Based on the observation of collaborators, namely Martiana, S.Pd, the success of teacher teaching in the cycle can be displayed through the histogram as follows:

Histogram 3. The results of Teacher Teaching Activities Analysis in the second Cycle



While what was unachieved to 6.7% or 1 aspect, namely (a) the child enthusiastically asked questions. For more details, see the following histogram:

Histogram 4. The Results of Students Learning Activities Analysis in the Second Cycle



Based on the histogram, it can be seen that the children’s learning activities in the se-

cond cycle of the first meeting were 73.3%, the second meeting was 80%, the third meeting was 86.7%, and the fourth meeting was 93.3%. Thus, children’s learning activities in first cycle have un-reached the assessment indicators. Researchers and teachers of group B pantai indah kindergarten conducted an evaluation or assessment at the end of the cycle. This is done to determine the increase in verbal skills through the singing method based on themes / sub themes. In achieving success, students are grouped into four categories, namely Developing by Excellent, Developing according to Expectations, Starting to Developing, Under Developing. Based on table 1, it shows that the average value of students is at the star value level (***) or developing according to expectations. The classical success analysis obtained the results as shown in the following table:

Table 3. Calculation of Classical Value in the second Cycle

Category	Total of Children	Percentage (%)
Developing by Excellent	7	31,8%
Developing according to Expectations	12	54,5%
Starting to Developing	3	13,7%
Under Developing	-	-
Total	22	100%

Explanation of the symbols:

- **** = Developing by Excellent.
- *** = Developing according to Expectations.
- ** = Starting to Developing.
- * = Under Developing.

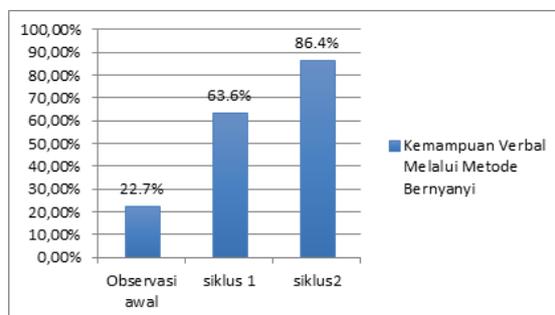
Based on data the results of the students’ scores shown in table 3, the percentage of success classically students who reached the Developing by Excellent category was 7 students to 31.8%, who reached the Developing according to Expectations category as many as 12 students to 54.5% and those who reached the Start to Development were 3 students to 13.7%. In addition, with the acquisition of a value of 86.4%, 19 students have been achieved, so in general it can be said that the program of activities or a series of learning activities in improving intelligence verbal-linguistic skills through the singing method in group B pantai indah kindergarten is considered to have been completed and achieved a level of success. According to the performance and success indicators that have been determined in this assessment, that is, if classically the achievement of the success value of students is at least to 85% or the

child is in the range of values from 2.50 to 3.49.

THE RESULTS OF DISCUSSION RESEARCH

The results of children learning achievement in the first cycle obtained a percentage of 63.6% or 14 from 22 children, where 2 children received star scores (****) or Developing by Excellent and 12 children received star scores (* **) or Developing according to Expectations, while 36.4% or 8 out of 22 children unachieve it, of which 8 children received star scores (**) or starting developing. While the results of children learning outcomes in the second cycle obtained a percentage of 86.4% or 19 from 22 children, of which 7 children received star scores (****) or Developing by Excellent and 12 children received star scores (***) or Developing according to Expectations, while those who were unachieved were 13.6% or 3 children who got a star rating (**) or were in the Starting Developing category. Analysis of the success by classical classroom action and the results obtained are as shown in the following diagram;

Histogram 5. Verbal skills that achieved by the children at each cycle.



CONCLUSION

Based on the results of the research carried out in two cycles, it can be concluded that verbal-linguistic abilities can be improved through the singing method in group B of pantai indah kindergarten, north buton southeast Sulawesi with 22 students consist of 15 boys and 7 girls. This is indicated by an increased in verbal ability through the singing method with the acquisition of an increased in the percentage of students' learning activities, where the first cycle obtained a percentage of 80% or 12 aspects achieved, then an increased in the results of teacher teaching observations in the first cycle obtained a percentage of 86.7%, and students' recapitulation scores in

the first cycle obtained a percentage of 63.6%. Second cycle obtained a percentage of 93.3% or 13 aspects achieved. Then increased the results of teacher observation in second cycle obtained a percentage of 93.3%, and the recapitulation of students' scores in second cycle obtained a percentage of 86.4%. The results of the research in group B pantai indah kindergarten, north buton regency after action, the results of observations of teacher teaching activities increased from first cycle to second cycle with a value of 6.6%, while the results of observations of children's learning activities increased from first cycle to second cycle with a value selection of 13.3%, and for the results of the recapitulation of students' scores increased from first cycle to second cycle with a value of 22.8%. Thus it can be concluded that verbal-linguistic skills intelligence can be improved through the singing method in group B pantai indah kindergarten, north buton regency southeast sulawesi.

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