



## The Use of Song to Improve Young Children Javanese Language Skill

Fajar Ayu Rizky Maulida✉, Agustinus Arum Eka Nugroho

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Department of Early Childhood Teacher Education, Faculty of Science of Education, Semarang State University, Indonesia

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### Abstract

This Study using experimental approach with Static Group Comparison. This study examined the difference of Javanese language skill for early childhood in Pekalongan city by singing method using Javanese songs. The purpose of this research is knowing the ability of children in Javanese language by using Javanese song. The sample of this study is 30 children of ABA Binagriya Kindergarten as experimental group and 30 children of ABA Bendan Kindergarten as control group. The Javanese songs was used with experimental group only. The result of the study were analyzed using t-test. Independent sample t test used to measure difference level of Javanese language skill. The result of Independent sample t test indicated that t count value is -6,350 and t table is 3,156. The value of  $-t \text{ count} < -t \text{ table}$  ( $-6,350 < -3,156$ ). The study indicated that there are significant differences in mean scores of Javanese language skill.

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## INTRODUCTION

Language becomes the basic of all intelligence, as stated by Lev Vygotsky, that the language is the key role in the children cognitive development. It is also a very effective way for children to communicate their needs. According to Santrock (2007), language is a kind of oral, written or sign of communication that is based on specific symbols.

Linguistic ability develops in the early age. It is a golden age, the age on which children are able to achieve the new things given. Hurlock (1978) states that the early age is a good time of rapid growth for children to the master of basic tasks in learning to talk; adding vocabularies, mastering of pronunciation, and combining comprehensive words.

Hence, language becomes the important role in human life, for its function for a communicative purpose. The Javanese language is used by the largest ethnic of Indonesian that is Javanese. But today, the use of that language is becoming obsolete by Javanese. They tend to use Bahasa Indonesia or the mix of both in communicating with other people, so children also tend to imitate them in communicating.

Another phenomenon occurs in our life nowadays, that because of bilingual schools which children are focused on using foreign language than their local language. Even though, the local language, besides teaching how to learn the language, also teaching moral, attitude and politeness to the older. As the result, regional characteristics of the languages, such as the Javanese language in Indonesia region will fade slowly even disappear.

Based on the brief description above, it can be said that the knowledge of Javanese language of the early age childhood is poor. As what is stated in Indonesia Constitution No. 20 Th. 2003 (Additional Constitution of Indonesia Republic Th. 2003 no. 4301) article 37 paragraph (1) about language is explained as follows: First, language study that includes Bahasa Indonesia, the local language, and foreign languages which considers that; (1) Bahasa Indonesia is the national language, (2) the local language is the mother language of every student, (3) foreign language, especially English, becomes the international language that is very important to be used in globalization, can be the basic of using English language as one of the subject study in every high school.

Nowadays, Javanese language skill of the early childhood is poor. That ability can be

improved in the early age by the pleasure way as using music. Gardner (1983) says that 90% of children who learn music have above the average ability of learning language. A component of learning that can be used is a song (Javanese song) to teach the Javanese language. The purpose of this research is knowing the ability of children in Javanese language by using Javanese song.

## RESEARCH METHOD

This study used experimental approach. This was a kind of Quasi-Experiment using Static Group Comparison. The samplings were taken by using purposive sampling technique applies in ABA Binagriya Kindergarten as the experiment group and ABA Bendan Kindergarten as the controlling group. The group which was tested is group B (the age is average 5 – 6 years old).

The independent variable in this study was Javanese song while the dependent variable was Javanese language skills. The data retrieval was performed using a test on each group. In the experimental group, the test had been done after the administration of treatment in the form of Javanese song. The test given was pictured. The results were then analyzed by using statistic analyst to get the differences.

## RESULTS AND DISCUSSION

Javanese language proficiency test results showed that children in the experimental group had a sum total value of the Javanese language proficiency by 2473, thus higher than children in the control group by the number of total value of 1946. Descriptive statistics showed that the number of data to the control group (N) was 30, with a minimum value of 45, the maximum value of 81, and the standard deviation was 10.335. Besides, the experimental group obtained the minimum value of 64, the maximum value of 102 and a standard deviation of 10.611.

The average differences in the two groups could be seen from the differences between the mean in the table. Mean experimental group amounted to 82.43 while the control group means of 64.87, so that the difference amounted to 17.56.

Data of the interval class 30-59 of the control group showed that 26.67 % of children were at low criteria which consisted of 8 children while the experimental group showed a percentage of 0 %. The percentage of the class interval 60-89 in the control group showed 73.33 % which belongs to average criteria were 22

**Table 1. Percentage of Javanese Language Skills**

Interval Class	Control Group			Experimental Group		
	Quantity	(%)	Criteria	Quantity	(%)	Criteria
30 – 59	8	26.67 %	Low	0	0 %	Low
60 – 89	22	73.33 %	Average	23	76.67 %	Average
90 – 120	0	0 %	High	7	23.33 %	High

**Table 2. Average Proficiency Based on Aspect**

No	Javanese Language Ability Skill	Control Group		Experimental Group	
		Mean	Criteria	Mean	Criteria
1.	Understanding	59.17	Average	73.89	High
2.	Pronunciation	60.12	Average	74.52	High
3.	Developing Vocabulary	52.50	Average	67.01	High
4.	Forming Sentence	43.61	Average	59.44	Average

children while the experimental group amounted to 76.67 % consisted of 23 children. High criteria in the control group were 0 % while the experimental group obtained the percentage of 23.33 % consisted of 7 children.

The data showed the value of the control group did not have high criteria while the experimental group had low percentage criteria. It showed the difference between the experimental group was higher than the control group.

The significant value of F was at 0.883. Because the significance value  $> 0.05$  ( $0.883 > 0.05$ ), then  $H_0$  is rejected. So, it can be concluded that the data value test experimental and control groups had different variants. T-test (Independent Sample of T Test) obtained from t-count (*equal variance not assumed*) was - 6.350, while t-table 3,156. Because the value  $- t\text{-count} < - t\text{-table}$  ( $- 6.350 < - 3.156$ ), then  $H_0$  is rejected. Thus, it could be concluded that there was a difference in average scores between the control group and the experimental group.

Table 2 showed that among the four aspects of the Java language skills, the highest average in the control group reached 60.12 criteria are aspects of pronunciation while the experimental group with high criteria reached 74.52 also on aspects of pronunciation. Lowest aspects of the control group at 43.61 in the medium category in the aspect of forming sentences, while the experimental group at 59.44 in the criteria currently in aspects of forming a sentence. The average achievement at the table showed that the experimental group had a higher mean than the control group. So, that there was a difference between the group that was treated by the Javanese song and untreated group.

Javanese language used by children in ABA

kindergarten of Bendan and ABA kindergarten ABA of Binagriya in Pekalongan city actually was a mixture language; that was dominating the use of Bahasa Indonesian which was combined with low Javanese language dialect from Pekalongan, for example: '*Bu, aku pak ke sana dulu ow*', '*pak njajan di lek-lek itu si*', '*aku sangune*' dua ribu *si, bu*', '*pak ora*', and '*ndak mau*'.

Researchers found that children had difficulty when they were asked to use the Javanese language in answering their questions. They asked questions on children in the Java language so that the child hopefully answering by using the Javanese language, but some children asked that researchers repeated the question or gave questions to Indonesian. Children tended to respond with a mixture of Bahasa Indonesian and Javanese dialect of Pekalongan. This showed that the Java language skills children were still low and the need for learning the Java language that encourages children to be able to communicate using the Java language.

Javanese songs in this study were given in the experimental group. The purpose of the song in the experimental group was to see if there was a difference in the children's proficiency in the Javanese language between the control group and the experimental group.

The treatment of giving Javanese song was performed twice each day, at the beginning and end of the lessons. The reason was that way in giving treatment did not disturb the activities that had been designed in the classroom by teachers and that the children did not get bored with those Javanese songs.

The easy and inexpensive method for developing the Javanese language for children was to sing. Singing was one activity that was

very popular for children. Almost every child really enjoyed the songs or chants heard. The message that was contained in the song would be more easily digested and long to be remembered in their memory. Singing activities were also trained agility in the oral tongue so that ability in pronouncing would increase.

Skinner (1957), in his view of behaviorist, found that the child could obtain complex words quickly through imitation. Song could be heard by children everywhere, so children easily imitated and memorized the lyrics. The song was an easy medium of learning to be loved by children. Songs that could be used to develop the children's language skills of Javanese language was Javanese song.

According to Tassoni (in El - Nahhal, 2011: 20-21) there are four principles of songs for children; the song should be attractive and easy to learn, has a relationship with the surrounding environment, and related to the theme. Researchers gave some of the songs that are popular on television by changing the lyrics in accordance with the children's age in this experiment. Those song which could be example were "*Buka Sithik Joss*", "*Kereta Malam*", "*You are beautiful*", "*Oplosan*", "*Kian Santang*", and "*Kau Bidadari*". The reason researchers changed the lyrics of songs was because the children were accustomed to that songs and they were also familiar with the tune. For example, the lyric of *Buka Sithik Joss* was changed into:

*Hei, kancaku kabeh, ayo podo sregep, sregep sekolah  
Ning TK ABA*

*Bisa dolanan ning area karo bu guru*

*Senenge e e e, area balok, musik, seni, kaliyan drama*

*Senenge e e e, dadi cah pinter maca, nulis, kaliyan  
ngitung*

Beside songs that were popular on television, researchers also change the lyric of songs which children often heard to, for example: "*Bintang Kecil*", "*Ondel – ondel*", "*Naik Delman*", and "*Anak Baru*". The example of the lyric of "*Naik Delman*" which was changed is:

*Kala wingi kula sowan simbah sareng bapak*

*Numpak motor, ngangge helm, mbetha oleh-oleh*

*Ing daleme simbah wonten kalih kandang kewan*

*Ing kandang kewan katah bebek katah ayam*

*Kwek kwek 9x swara bebek*

*Tok betok 9x swara ayam*

The songs used by researcher can be put in the category of Javanese song prophetic for children. According to Endraswara (in Karsono: 4), prophetic is a song that contains the wisdom insight of a better life. Some songs had been designed according to the theme so that children

can have more insight.

The songs which were given in the experimental group in this study functioned as Javanese song. Winarti (2010: 4) mentions some Javanese songs' function, namely the function of interaction, personal, heuristic, and informative. All the songs which were given had a heuristic function because the songs taught the Javanese language to children. Some also had an informative function, because those songs had information that children needed appropriate with the theme, as "*Banyu lan Geni*", "*Layang*", and "*TV lan Radio*" song. Besides the song that appropriates with the theme, "*Panca Indra*", "*Lintang*", "*Rembulan lan Srengenge*" song, and also "*Nedha lan Adus*" song also had an informative function. "*Sregep Sekolah*" and "*Nyebutake Jeneng*" had the interactive function, because inside the song there was an invitation. "*Kucingku lan Kelinciku*" and "*Sowan Simbah*" had a personal function, because it said that children introduce what they had. Umaroh (2013) said that the child's language development can be enhanced by cooperative learning.

Researchers together with the children sang the songs 3 - 4 times until memorized. Furthermore, children sang that song using their body language when necessary. Although the song given by researchers was the songs that were usually they heard, but at the beginning of the treatment using Javanese song, some children chose to be silent. They actually did not know the lyrics at first when they were listening to the song. They were also not familiar with the language of the song given. Children listened to the lyrics of the song together, even though they were not able to sing.

When the songs were sung several times, children began to follow the lyric of each stanza; they make the same movement as presented in television. After researchers sang while clapping the hands and making movement according to the lyrics of songs, the children followed to sing the song and clapped their hands even made the same movement as the researchers did. Some of those also need to be persuaded to participate in the singing of Javanese language.

Children who were silently listening to the song started to follow singing actively. They were also being more enthusiastic about the Javanese language songs provided by the researchers. This was indicated by the request of some children on researchers to invite them to sing the Javanese language songs before the ringing bell after the break. Children also sang those songs on a visit to one of the private radio station in Pekalongan. In



addition, the kindergarten principal also said that there were some parents who told about Javanese song which was sung by children at home.

Singing the Javanese language was a very attractive activity for children. It can make the children naturally recognize and develop their Javanese language. The test results in the experimental group showed that most of the Javanese language skills of children were higher than the control group. Differences in the ability of the Javanese language of a child can be seen from the aspect of language development.

The children knowledge of Javanese language actually increased after doing that treatment of Javanese language songs. This was seen from the way children answered the test questions, they were able to answer those questions faster without doing repetition of the questions. Even, children were also able to answer those questions using the Javanese language. Communication with teachers, friends, and the researchers also increased. Children were able to ask and construct a sentence using the Javanese language.

The vocabulary of Javanese increased, as the vocabulary of verbs, nouns, adjectives, adverbs, and others, but children were not able to distinguish in using the high and low Javanese language when using it in spiking with teachers and friends. They were also being able to introduce their selves simply with the Javanese language.

Improving the children's ability of Javanese through Javanese language songs can be proved by the achievement of the indicators of children who were able to listen and understand words and simple sentences and even to communicate using that language, able to listen and distinguish the sound of the voice, the sound of language and able to speak using correct Javanese pronunciation. Even, children mastered the necessary vocabulary used in daily communication and were able to communicate/speak fluently and orally using correct pronunciation.

The differences of understanding the Javanese language through the Javanese language songs at the early childhood years was reinforced by the differences in the increasing of scores between the control group and the experimental group, after a given treatment.

## CONCLUSION

The results of research and discussion showed the average (mean) of the experimental group was 82.43 and the control group was 46.87. So the difference was obtained by an average of 17.56. The significant value of F at  $0.883 > 0.05$ ; it means that the data value test experimental and control groups had different variants. From the T-test (Independent Sample of T Test) which used *equal variance not assumed*, it was found t-count (*equal variance not assumed*) - 6.350 with t-table 3,156. Because the value  $-t\text{-count} < -t\text{-table}$  ( $-6.350 < -3.156$ ), then  $H_0$  is rejected. Thus, it can be concluded that the data had a difference in the average value of the Javanese language proficiency test in terms of the use of Javanese language songs between the control group and the experimental group.

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