

Relationship Between Singing And Reading Together Activities With Children And Early Literacy Skill In Preschool Children In Surakarta

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ABSTRACT

In early childhood, early literacy skills can be started with the habit of reading story books. Although this is a simple activity, reading books is the initial stage of introducing them to literacy skills. Literacy is all activities that are seen in speaking, listening, reading, writing and singing are an appreciation of spoken and written language. While early literacy skills are skills that begin to develop in preschool. Early literacy skills are very important as they form the basis for more advanced reading and writing skills. Early literacy helps preschoolers understand and interpret the world around them through language and symbols, both in spoken and written form. Early literacy can help children's language development because it prepares reading and writing skills, develops communication skills, enhances imagination and creativity, supports cognitive development, and strengthens self-confidence. This study aims to describe, know, and analyze the relationship between singing and reading together activities with children and early literacy skill in preschool children in surakarta. The type of research is quantitative descriptive. The population in this study were preschool children from several kindergartens in Surakarta, Nusukan sub-district. The sample in this study was 177 preschool children. Data collection with questionnaires and tests. Data analysis using Multiple Linear Regression (MLR). The results of the analysis obtained a significance value (p-value) of 0.000. The significance value of the test is less than 0.05 ($0.000 < 0.05$) so that there is a significant relationship between singing and reading together activities with children and early literacy skills in preschool children in Surakarta.

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INTRODUCTION

Language is the most effective communication tool in conveying messages, thoughts, feelings, goals to others and allows for cooperation between humans. So that the role of language becomes very dominant in various daily human activities (Mailani et al., 2022). Language development actually follows a sequence that can be predicted in general even though there are many variations between one child and another. Most children begin the

development of their language skills by crying to express responses to various stimuli. After that, children will coo, which is to pronounce meaningless sounds repeatedly, such as the sound of a bird singing. After that, children begin to learn sentences with one word such as *maem* which means asking for food and *cucu* which means asking for milk (Cendana & Suryana, 2021).

Language skills are directly proportional to literacy skills. Literacy is all activities that are seen in speaking, listening, reading, writing and are an appreciation of spoken and written language. While early literacy skills are skills that begin to develop in preschool, such as alphabet knowledge, phonological awareness, writing knowledge of spoken and written language. Before children start school, they can be aware of systematic patterns of sounds and spoken language, manipulate syllables in words, recognize words, learn the relationship between sounds and letters, build spoken language and vocabulary skills (Shipley & McAfee, 2021).

In early childhood, early literacy skills can be started with the habit of reading story books or fairy tales to children regularly. Although this is a simple activity, reading books is the initial stage of introducing them to literacy skills. Starting with fostering interest, after that children will start to get used to it so that children become more familiar and make literacy a necessity, for early childhood basic early literacy skills must be taught starting from the family environment and preschool environment before children enter elementary school age (Zati, 2018).

Previous research related to the importance of early literacy, in the study explained about descriptive qualitative research, using the case study method from the results of interviews. Early literacy is the most basic thing for children to be able to take part in learning, because by reading students will be better able and understand the material or lesson, support and motivation from people to children will affect the enthusiasm of children in carrying out their activities. Teaching children early literacy by using the spelling method, by introducing letters (vowels and consonants) and numbers then after the child knows the letters and numbers followed by teaching more detailed things (Septiani & Rachmania, 2023). This study goes deeper than previous research by focusing on an in-depth analysis of the early literacy relationship between singing and reading activities with children, which may strengthen or weaken the early literacy development relationship.

METHODS

The type of research is quantitative descriptive. The design of this study is observational correlation with a cross-sectional approach. This study is a type of correlational description research, namely by measuring three variables at a certain time. The population in this study were preschool children from several kindergartens in Surakarta, with total of three kindergartens in Surakarta. The sample in this study was 177 preschool children. The research sample was taken using the Cluster Random Sampling method. Cluster Random Sampling Steps:

1. Identify and Create Clusters: The population is divided into several clusters based on certain criteria:

- a. Inclusion criteria:
 - 1) The sample is students in three kindergartens in the Surakarta city area.
 - 2) The sample is willing to be a respondent in the study.
 - 3) Samples with an age range of 4-5 years
 - 4) Samples in good health
- b. Exclusion criteria:
 - 1) The sample is a student who is sick during the research activity,
 - 2) The sample is not willing to be a respondent in the study,
 - 3) The sample has hearing problems,
 - 4) The sample has communication disorders.
2. Random Cluster Selection: Several clusters are randomly selected to be samples. Not all clusters must be selected, only a certain number that are sufficient to represent the population.
3. Taking All Members in the Selected Cluster: After the cluster is selected, all members in the cluster are used as research samples. In other words, all students in the selected school or class will be respondents.

Data collection with questionnaires (identity and characteristics of respondents) and tests. The research instruments used were Early Literacy Skill Forms to determine literacy skills, Nursery Rhymes Forms to determine singing skills and Fairy Tales and 5W and 1H questions to determine reading skills together.

Data analysis: Univariate analysis is an analysis used to test a single variable, univariate analysis is carried out to determine the frequency distribution of sample characteristics. Bivariate analysis and Multivariate analysis are analyses carried out to determine the relationship between early literacy skills and singing and reading together, the analysis test used is Multiple Linear Regression (MLR).

RESULTS AND DISCUSSION

Results

The results of the data analysis that has been carried out are as follows:

Table 1. Descriptive Analysis

| Variable | Frequency | Percent |
|-----------------------------|-----------|---------|
| Gender: | | |
| Male | 90 | 50.8 |
| Female | 87 | 49.2 |
| Total | 177 | 100 |
| Score Early Literacy Skill: | | |
| Below Average | 69 | 39.0 |
| Above Average | 108 | 61.0 |
| Total | 177 | 100 |
| Score Singing: | | |
| Below Average | 79 | 44.6 |
| Above Average | 98 | 55.4 |

| Variable | Frequency | Percent |
|-------------------------|-----------|---------|
| Total | 177 | 100 |
| Score Reading Together: | | |
| Below Average | 19 | 10.7 |
| Above Average | 158 | 89.3 |
| Total | 177 | 100 |

*) Source: Primary Data

Based on table 1, it can be seen that:

1. Gender: 90 of the respondents are male (50.8%) and 87 of the respondents are female (49.2%).
2. Score Early Literacy Skill: 69 of the respondents are below average (39.0%) and 108 of the respondents are above average (61.0%).
3. Score Singing: 79 of the respondents are below average (44.6%) and 98 of the respondents are above average (55.4%).
4. Score Reading Together: 19 of the respondents are below average (10.7%) and 159 of the respondents are above average (89.3%).

Table 2. Coefficients

| Variable | Coef | Std. Error | t | Sig. |
|------------------|-------|------------|-------|-------|
| Singing | 0.090 | 0.012 | 7.383 | 0.000 |
| Reading Together | 0.762 | 0.355 | 2.147 | 0.033 |

Dependent Variable: Early Literacy Skill

*) Source: Primary Data

Based on table 2, it can be seen that:

1. Singing: shows a significant associative on the early literacy skill with coefficient 0.090.
2. Reading Together: shows a significant associative on the early literacy skill with coefficient 0.762.

Table 3. Anova

| Model | Sum Of Squares | df | Mean Square | F. | Sig. |
|------------|----------------|-----|-------------|--------|-------|
| Regression | 181.303 | 2 | 90.651 | 28.651 | 0.000 |
| Residual | 550.539 | 174 | 3.164 | | |
| Total | 731.842 | 176 | | | |

a. Dependent Variable: Early Literacy Skill

b. Predictors: (Constant). Singing, Reading Together

*) Source: Primary Data

Based on table 3, it can be seen that there is a significant relationship between singing and reading together activities with children and early literacy skill. $F(2,174) = 28.651, p < 0.05$.

Discussion

Early literacy skills build vocabulary-rich language skills, self-expression and comprehension. These skills help children in understanding words when they start reading. five early literacy practice activities that help children prepare for reading (Darwin et al., 2021).

Here's a list of five early literacy skill practices, and some activities that can be done with children to develop their language skills: play, singing, reading, speaking and writing activities (Pres, 2022).

The best way to prevent delayed literacy development is to gather support from all parties involved: family, school and community (Dewi et al., 2020). When all work together to develop children with meaningful literacy and monitor their progress, children are more likely to hit a pivotal point where they are more likely to continue to excel in school. (Hill, 2011). Because literacy is foundational to all academic learning, preschool and kindergarten children should receive instruction in literacy skills to help ensure later success in school (Bodle, 2017).

Singing can increase vocabulary because when singing children can hear and memorize vocabulary so that children are stimulated to express and say it. Through singing techniques, teachers can convey various things more easily and interestingly and children can remember them longer because singing can be repeated and sung anytime and anywhere by singing teachers can invite children easily to recognize various things in everyday life (Inten et al., 2016).

Singing helps children hear how words can be broken down into smaller parts. This singing activity will help them pronounce words when they start reading on their own. Songs also teach new vocabulary, and introduce new concepts (Nahdi & Yunitasari, 2020). Sing a lullaby before bedtime. Sing along to nursery rhymes. Many picture books illustrate popular children's songs. Ask someone to help you find books that you can sing along with (Suyadi, 2017).

Reading activities for early childhood are not only reading activities directly through books, but reading activities in early childhood are more about reading the surrounding environment, such as reading the writings around them (Sari, 2017). Children's introduction to literacy activities is the initial process of knowing and understanding their identity. The initial process of understanding this identity is realized in story telling activities (Safitri & Dafit, 2021).

Reading with children is one of the best ways to help children get ready to read on their own. The language in books is much richer than the language we use every day. reading expands a child's vocabulary. Hearing many "rare words" in childhood will help the child recognize printed words when he starts reading. This means he or she will understand what they are reading. Read with the child every day, read fairy tales, point out words and letters when reading to the child (Tahmidaten & Krismanto, 2020).

CONCLUSION

The results of the research conducted showed a significant relationship between singing and reading with children on children's early literacy skills, this research is a basic starting point for further training and development independently from both family and teachers. The ability to sing is significantly related to early literacy skills and reading with children is significantly related to early literacy skills. early literacy skills are part of a child's learning process to form cognitive abilities and a good personality to achieve optimal quality of life. to provide a smart child guarantee. Singing and reading with children have a strong relationship with early

literacy development. Here are some ways in which these activities can influence children's literacy development:

1. Increases Vocabulary

Singing: When singing, children hear and repeat words that may be new to them. Children's songs often contain simple but varied vocabulary, which helps children recognize and understand new words.

Reading Together Activities: Shared reading gives children the opportunity to hear a wide range of vocabulary in different contexts, allowing them to associate new words with deeper meaning.

2. Phonemic Awareness Development

Singing: Melodies and rhythms in songs help children identify and distinguish the sounds of language. Songs also often contain rhyming patterns that support phonological awareness, an important part of literacy.

Reading Together Activities: When reading stories that have rhymes or word games, children can learn to recognize sound patterns and word structures. This makes it easier for them to recognize and connect the sounds when they start reading on their own.

3. Introduction to Language Structure and Grammar

Singing: Song lyrics generally follow simple and repetitive grammatical structures, which helps children learn word order and basic grammar in the language.

Reading Together: When adults read with children, children also learn how sentences are organized and how words are used to convey meaning.

4. Building Interest in Books and Literacy

Singing: Singing makes learning more fun and reduces pressure on the child. It increases the child's interest in language and becomes a bridge to introducing books and reading.

Reading Together: When parents or educators read with children, especially with interesting intonations and expressions, children are more motivated to read. This activity also helps them associate reading with positive and fun activities.

5. Supporting Social and Emotional Development

Singing and Reading Together: These two activities give children the experience of interacting with adults in a caring setting. This helps children learn social skills, such as sharing attention and listening, which are also important in literacy learning.

Overall, singing and reading together provide a strong foundation for children's early literacy development. The combination of listening, speaking and social engagement in these activities helps build children's interest and ability to read and write later in life.

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