

**THE IMPLEMENTATION OF SINGING METHOD
FOR THE INTRODUCTION TO ENGLISH LANGUAGE
IN GROUP B OF AL AZHAR 39 ISLAMIC KINDERGARTEN IN
PURWOKERTO, BANYUMAS REGENCY**



IAIN PURWOKERTO

THESIS

**Presented to Faculty of Tarbiya and Teacher Training,
State Institute on Islamic Studies Purwokerto
As a Partial Fulfillment of the Requirement for Obtaining the Scholar
Degree of Education (S.Pd)**

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KINDERGARTEN IN PURWOKERTO, BANYUMAS REGENCY**

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The Implementation of Singing Method for the Introduction to English Language in Group B of Al Azhar 39 Islamic Kindergarten in Purwokerto, Banyumas Regency

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ABSTRACT

Today, There are many schools from kindergarten to high school are implementing a bilingual system. It means that the school applies two languages of instruction. In Indonesia, especially in Purwokerto, this issue is applied not only for high school student but also for kindergarten student level. This follows the awareness of education practitioners about the importance of learning English in the pre-schol age or very early stage. Practitioners assume that if you do or learn something early on, then it will be embedded in the minds of children into adulthood. Beside that, the right method of introducing English to very early stage is needed. This study aims to describe how the implementation of English learning by singing method in Group B Al-Azhar 39 Islamic Kindergarten in Purwokerto.

This research uses the type of field research. The approach used in this research is descriptive research data collected not in the form of numbers but qualitative expressions obtained by observation, interviews and documentation where the researcher plunged directly into the study site, Al Islam Azhar 39 Kindergarten Purwokerto.

The result of this study are; (1) Learning planning in Kindergarten of Al-Azhar 39 Purwokerto refers to the Children's Achievement Level Standarts (STTPA), daily, weekly, monthly, and yearly programs, with selected material, and includes Basic Competence (KD), and Main Competence (KI) (2) Students of Al-Azhar 39 Islamic Kindergarten Purwokerto d English learning activities through songs during the study or circle time. (3) The assessment system of Al-Azhar 39 Islamic Kindergarten Purwokerto does not use numbers as an indicator, but uses a description system and the code letters such as BB,MB,BSH,and BB.

Keyword: *English, Early Childhood, Singing Method*

MOTTO

MAKE YOUR SELF A PRIORITY.

DEDICATION

I'am doing it for me, my mam and Dad 😊



IAIN PURWOKERTO

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Bismillahirrahmanirahim

In the name of Allah, the beneficent and the merciful

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Purwokerto, 30 Juni2021



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CHAPTER 1

INTRODUCTION

A. Background Research

Education is a form of effort that aims to prepare one's life role in the future through guidance, teaching, and training.¹ Education for early childhood has been done on the main focus of education all over the world. This is because people are aware that children are the next generation that should be prepared well. Moreover, More ever it has been proven that the age of 0-6 years old commonly termed the golden age, critical period that determines the stage of growth and development of children in the future is the determinant of the next stages of life development. In relation to this case, the leading psychologist, Howard Gardner states that children in the first five years are always colored by success in learning about everything. Neuroscience findings suggest that at birth, baby brain cells number around 100 billion, but they are not yet interconnected except for a few. By the time a child is 3 years old, brain cells have formed about 1000 trillion connections or synapses. This amount is 2 times more than those of adults. A brain cell can connect with 15000 other cells. Synapses that are rarely used will die, while those that are often used will be stronger and more permanent.²

Education is classified into three, namely: formal education, informal education, and non-formal education. Formal education is a structured and tiered educational path consisting of basic education, secondary education, and higher education. Meanwhile, according to Sumarno, formal education is education that is organized within the school system, which is held in an integrated manner, has a curriculum and has a final goal.³ Informal education is education that takes place

¹ Kasmadi, *Materi Khusus*, (IKIP Press, 1992), p. 3

² Suyadi dan Maulidya Ulfah, *Konsep Dasar PAUD*, (Bandung : PT Remaja Rosdakarya, 2015), p. 2-3.

³ R. D Kurnia dkk, "Pengaruh Kemampuan Solefegio Terhadap kemampuan Bernyanyi Siswa Tunagrahita" (Semarang: Jurnal Seni Musik, 2018) 7 (2), p.71

in the family environment or the environment where a person lives, and is the basis of the first pillar of knowledge that is directly observed and experienced. Non-formal education is education that is held separately or integrated for activities that are important to achieve a certain goal, and do not have a special level. Examples of formal education are schools, formal institutions, or institutions that have been officially registered in government records, and are legal to carry out teaching and learning activities. While the example of informal education is as the researcher mentioned above, that the family and the environment in which a person lives are examples of informal education. Examples of non-formal education are tutoring, computer courses, sewing courses, and others.

In formal education, there are levels, starting from the most basic education, Early Childhood Education (PAUD), Kindergarten (TK), Elementary School (SD), Junior High School (SMP), High School (SMA), and the highest is a college. In this study, researchers focused on the most basic education, namely at the kindergarten level. Researchers chose early childhood education because PAUD is a level of education before basic education which is a coaching effort aimed at children from birth to the age of six years to stimulate physical and spiritual growth and development so that children have readiness to enter further education. In this modern era, both adults and children are required to keep up with technology and the progress of the times which is very fast. It is characterized by the emergence of various electronic devices and the increasing age range of users of electronic devices, as well as today's society that increasingly requires an individual to be proficient in conversing in foreign languages, especially English. as a result, today's schools are increasingly aggressive in improving teaching methods, such as emphasizing learning English, or making bilingualism an option.

Learning language in everyone's mind is something that is very common and easy because people think we have used language in our daily lives to

communicate. Learning a language is not just saying without a foundation, but also being able to interpret and understand the meaning of the words themselves. There are various definitions of "language". Some argue that language is a verbal code formed by the environment. However, there are also some definitions of language that the researcher has summarized: language is an interactive code between humans which consists of combinations of phonemes so as to form words with syntactic rules to form sentences that have meaning. This kind of coding system has been used by humans for centuries as a means of verbal communication accompanied by sounds and sounds. Language is also an identical thing about a certain race or people as the highest cognitive function possessed by humans. According to the Big Indonesian Dictionary (KBBI), linguistically language is a system of arbitrary sound symbols used by members of a society to work together, interact, and identify themselves. According to the Ministry of National Education, language is essentially a regular expression of human thoughts and feelings, which uses sound as a tool.⁴ In addition, other opinions came from Harun Rasyid, Mansyur, and Suratno through Setyawan, Language is a structure and meaning that is free from its users, as a sign that concludes a goal.⁵ Based on some of these understandings of language, it can be concluded that the notion of language is an orderly system in the form of sound symbols used to express the feelings and thoughts of the language. It is undeniable that learning a language requires a long and long process and takes a long time. Habituations, imitation, and so on must also be applied in everyday life in order to learn the mother tongue (original language, first language), or a second language (foreign language, non-mother). Chaer, through Indra Wicaksono, wrote that language acquisition is a process that takes place in a child's brain when he acquires his first language, namely his mother tongue.

Early childhood acquires language skills very quickly and almost without any effort in the first three or four years. The development of language skills is

⁴ Indra Wicaksono, *Penggunaan Musik Sebagai Media Pembelajaran Seni* (2021)

⁵ F H Setyawan "Meningkatkan Kemampuan Berbahasa Anak Usia Dini Melalui Model Pembelajaran Audio Visual Berbasis Android" (Trunjoyo: Jurnal PAUD Trunjoyo, 2016), 3 (2) p. 92

related to speech development, the more capable people speak, the richer their ability to absorb certain languages, and will make children's confidence increase in speaking. In the pre-school period, language skills develop very rapidly, along with the need to socialize and children's curiosity.⁶ In fact, they are also easier to learn a language other than their mother tongue than adults. Thus, it can be concluded that learning foreign languages, especially English (considering English is an international language used in all countries), will be very good if it is done or learned at the earliest possible age because at that time pre-school children are experiencing golden age. an era where young children are more likely to imitate what they hear, see, and feel. The critical and sensitive period for learning a foreign language is in early childhood, because the flexibility of the brain is still in prime condition.

Since English is an international language, which means it is used in all countries, people should learn English. In Indonesia itself, English is still considered a language that is quite difficult to learn due to the many formulas used and the unfamiliarity of Indonesian people using English as their daily language used to communicate. Of course, the process of learning English requires effective strategies and approaches. Learning English in early childhood is strongly influenced by a teacher in delivering material in a pleasant and fun way to attract the interest of the child to want to learn English now and in the future. Teachers are required to be able to create a fresh, fun, attractive and communicative classroom atmosphere in order to achieve a goal, which is to make early childhood "addicted" to learn English further. Teachers must create an ordinary classroom atmosphere but produce extraordinary discoveries for children. According to the results of observations made at Al Azhar Islamic Kindergarten, the singing method is one way that is considered effective in teaching English to children, especially early childhood. In addition to introducing vocabulary in terms of phonics (writing), songs also help children in synchronizing sounds and phonics in English. Singing in a simple style or dance is

⁶ D F Bjorklund, "Incorporating development into evolutionary psychology: evolved probabilistic cognitive mechanism", (Evolutionary Psychology, 2016) 14 (4), p.1-14

good for early childhood because children can follow the movements even though they can't sing the song yet. The style or dance often describes the meaning of the song's meaning.

The researcher chose Al Azhar Islamic Kindergarten, one of the private schools in Purwokerto City as the object of research because Al Azhar Kindergarten is an early childhood education that uses a bilingual learning system with official language of instruction in Indonesian and English. Al Azhar 39 Islamic Kindergarten as an educational institution that aims to optimize physical growth and development such as fine and gross motor coordination, intellectual power of thought, creativity, emotional intelligence and spiritual intelligence, as well as social emotional such as religious attitudes and behavior. Based on observations made by schools using the K13 curriculum in their learning, namely the implementation of scientific learning. One of the English language training that is applied is singing English songs for 15 minutes every day. And English lessons are held every Tuesday. In addition, researchers are interested in researching at the research location because when researchers survey the research site and pay attention to the learning process for introducing English, the children at Al Azhar Kindergarten are very enthusiastic and coupled with the responsiveness of the child's response when the teacher greets or says English sentences.

Based on the background above, the writer is interested in knowing how the process of learning the introduction of English to the students of Al Azhar 39 Islamic Kindergarten in Purwokerto is using the singing method.

B. Operational Definition

To get a clear information, and to avoid miss understanding on the title above, the the researcher will define the terms contained in the title of research as follows:

1. Singing Method

Songs that are also termed songs are short components of music which consist of a combination of lyrics and songs or tones. They represent a flexible resource which allows teachers to use and adapt them in a variety of ways so as to suit the needs of their learners. Children easily absorb and reproduce the language of songs. They serve as an excellent memory tool.⁷ The singing method is a method of learning that is done by singing, using melodious sounds, pleasant tones and easily memorized words.⁸

2. Group B

Student who will be the respondents in this research were students who were studying in Group b of Islamic Kindergarten of Al Azhar 39 Purwokerto

3. Islamic Kindergarten of Al Azhar 39 Purwokerto

Islamic Kindergarten of Al Azhar 39 Purwokerto is an institution under the auspices of yayasan pesantren islam Daarun Nujaba. Islamic Kindergarten of Al Azhar 39 Purwokerto is located Jl Raya Baturraden Km 6 No. 1, Pandak, Baturraden District, and Banyumas Regency.

From the above definition, the researcher is titled "*The Implementation of Singing Method for the Introduction to English Language in Group B of Al Azhar 39 Islamic Kindergarten in Purwokerto, Banyumas Regency*" is a study to determine which implemented the concept of introducing English language with singing method in Group B of Islamic Kindergarten of Al Azhar 39 Purwokerto.

⁷ Nihada Delibegovic and Alisa Pejic, *The Effect of Using Songs On Young Learners and Their Motivation For Learning English*, vol 01 (An Interdisciplinary Journal, 20016), p. 42

⁸Susilawati, "*Penerapan Metode Bernyanyi Dalam Meningkatkan Kecerdasan Berbahasa Pada Pendidikan Anak Usia Dini*", vol 02 (Jurnal Empowerment, 2014), p. 147.

C. Research Question

Based on the background description of the problem above, then the formulation of the problem in this study is “How is implementation singing method in the introduction of English in the Al Azhar 39 Islamic Kindergarten Purwokerto”

D. Objectives and Significances of The Research

1. Objectives of The Research

Referring to the problems above, the objectives of this research will be mention below “To describe the implementation of singing method to Introduce English Language in Group B of Islamic Kindergarten of Al Azhar 39 Purwokerto”

2. Significances of the Research

This research will be expected to provide a significant contribution both theoretically and practically.

a. Theoretical Significances

Theoretically, this research is expected to give a contribution to English language learning which can provide alternative learning for development, especially in kindergarten education.

b. Practical Significances

By compiling this Qualitative Research Methodology, it is hoped that it will be beneficial for all parties involved in general, and especially useful for its exploitation:

1) For School

This research is expected to be useful in developing students, especially in learning English. And also creating quality education institutions that will be a model for other schools.

2) For student

It is expected that students with the singing method in the introduction of English gain meaningful learning experiences.

3) For Teachers

It is expected to add insight into the knowledge of the application of singing methods in the introduction of English.

4) For Researcher

With this research, it is expected to be able to add experience and new knowledge, especially in the process of implementing the introduction of English in the singing method.

5) For Academics

It can be one of the references and reading material for students of the Tarbiyah Faculty and Teacher Training of IAIN Purwokerto.

E. Review of Relevant Studies

Study library is an activity to explore, observe, examine, and identify knowledge conducted by a researcher to things existing to know what is and is not there.⁹

First, the researcher takes a thesis reference titled "*Peningkatan Penguasaan Kosakata Bahasa Inggris Dengan Metode Bernyanyi Pada Kelompok B Taman Kanak-Kanak Anak Sholeh Sukodono Sidoarjo*" written by Rizka Isnaaini Putri. The problem discussed in this study is how to improve the mastery of English vocabulary in early childhood through singing methods. The purpose of this study was to find out the steps in applying the singing method in improving the mastery of English vocabulary. The difference between Rizka Isnaaini Putri's sister thesis is the research subject from the reference source is TK Anak Sholeh Sukodono Sidoarjo, while the research subject of the author is the Al Azhar 39 Islamic Kindergarten Purwokerto. The research method used is Class Action Research, while the author uses Descriptive Qualitative research methods. The equation is the object of his research, which is both researching the method of singing and together researching English learning in early childhood.

⁹ Suharsini Arikunto, *Prosedur Penelitian Suatu Tindakan Praktek*, (Jakarta: Rineka Cipta, 2002), p.65

Research from sister Lu'lu Iftitahussariroh (2018) in her thesis entitled "*Metode Giving Question And Getting Answer Pada Pembelajaran Bahasa Inggris Kelas V Di MI Ma'arif NU Batuanten Kecamatan Cilongok Kabupaten Banyumas*". The research in this thesis is motivated by the lack of active students in learning English, which causes students to learn more so that the learning objectives cannot be maximally achieved. And children who are quickly bored with the method used. For this reason, the school must use the right and fun method to teach English at school. The difference between Lu'lu Iftitahussariroh's sister thesis is that the research subject of the reference source is MI Ma'arif NU Batuanten while the subject of the author is the Al Azhar 39 TK TK Purwokerto, besides the object of research used is different, sister Lu'lu Iftitahussariroh is the object of research from sources reference is class V students while the author's object is students of Early Childhood Education Group B Al Azhar 39 Kindergarten of Purwokerto. The equation is to examine English learning. Using the same research method that is Qualitative.

Research from sister Yuli Hidayatul Ahfa (2016) in her thesis entitled " *Metode Bernyanyi Dalam Pembelajaran mufrodat di Madrasah Diniyah Ta'alumusshibyan Dukuh Tengah, Galuh Timur, Tonjong, Brebes Tahun Pelajaran 2015/2016*". The research in this thesis is motivated by Madrasah Diniyah Ta'alumusshibyan, which uses the method of singing in mufrodat material especially in class 1 and the thoughts of the author who considers that the diniyah madrasa is one of the non-formal institutions that are fundamental to students who will determine the learning process at the level further school especially in learning Arabic. The use of singing methods in early childhood education is familiar because this method is very suitable to stimulate children to absorb the material taught, and by singing methods also greatly influence children's interest in learning and also eliminate the tension and saturation of students when activities teaching and learning is ongoing. The difference between Yuli Hidayatul Ahfa's sister thesis is the research subject from the reference source is the Diniyah Ta'alumusshibyan Madrasah

Dukuh Tengah, Galuh Timur, Tonjong, Brebes, while the research subject of the author is the Al Azhar39 Islamic Kindergarten Purwokerto. The object of the research used is also different, the object of research by sister Yuli Hidayatul Ahfa is Arabic, while the object of research for the author is English. The equation is to examine the singing method with qualitative research methods.

F. Structure of The Research

Systematics of discussion is a thesis framework that is intended to provide guidance regarding the point of problem is written in the thesis. Systematics of the thesis consists of three-part : the first part, the main part, and the last part.

In the early part consists of a little page, legalization statement page, advisor office note page, preface page, table of contents, list of table page, and abstract page.

The main part consists of five Chapters namely :

Chapter I is the introduction, which consists of background of the research, operational definition, research question, objective and significant of the research, review of relevant studies, structure of the research

Chapter II is the literature review is composed of seven sub-chapters. It are, first about early childhood language development,

Chapter III is the research method, which consists of four sub-chapter namely: research method, object and subject of the research, location of the research, the technique of collecting data, the technique of analyzing data.

Chapter IV is the presentation and data analysis, which consists of three sub-chapters: general description of Islamic kindergarten of Al Azhar 39 Purwokerto, introduction to English through singing method in islamic kindergarten of Al Azhar 39 Purwokerto, and analysis of singing method in introduction of English language in Al Azhar 39 Purwokerto.

Chapter V contains the conclusion and suggestions.

CHAPTER II

THEORITICAL FRAMEWORK

A. Behavioristic Theory

Behavioristic learning theory is a theory that studies human behavior. According to Desmita in Nahar said that behavioristic learning theory is a learning theory to understand human behavior that uses an objective, mechanistic, and materialistic, so that changes in behavior in a person can be done through conditioning efforts. The theory emphasizes and studies human behavior, through repeated observations and tests. Behavioristic learning theory with stimulus-response relationship model makes students learn as passive individuals. Certain responses or behaviors using training or habituation methods. According to behavioristic schools, learning is actually the formation of associations between the impressions captured by the five senses and the tendency to act or the relationship between stimulus and response.¹⁰ This learning theory which emphasizes habituation is in accordance with what will be investigated by researchers, that the use of songs to learn language can be applied to students. Songs that are played over and over again will elicit a response to the introduction of a new language, and that's when students will learn new vocabulary.

B. Song Application

1. Application

According to the Big Indonesian Dictionary (KBBI) application is the process, method, act of applying, practicing, installing, and utilizing. J.S Badudu and Sutan Mohammad Zain in R. Delima, application is a thing, method or result. Meanwhile, according to Lukman Ali, application is to practice, to pair. Based on this understanding, it can be concluded that the application of is an action that is carried out individually or in groups with the aim of achieving the goals that have been formulated. Below are the application elements proposed by Wahab in

¹⁰ N I Nahar, "Penerapan Teori Belajar Behavioristik Dalam Proses Pembelajaran", (Nusantara: Jurnal Ilmu Pengetahuan Sosial, 2016) p.5

Kristina, There is a program implemented The existence of a target group, namely the community who is the target and is expected to receive benefits from the program.¹¹The existence of the implementation of both organizations or individuals who are responsible for the management, implementation, and supervision of the implementation process.

2. Song

Sunarko in Sila Widhyatama argues that music is an appreciation of the human heart which is expressed in the form of regular sounds with melodies or rhythms and has beautiful harmony. Marcel Danesi, Professor of Semiotics and Linguistic Anthropology, University of Toronto argues that music is something universal. Music is an art form that involves the use of sound in an organized manner through a certain time continuum. Another opinion says that music is a picture or reflection of people's lives expressed through sound and aramaic as a tool in the form of colors that match the nature of the society it represents. Lidya Ndaru Kristina through a journal entitled "To Speak For Early Childhood" stated that the song is a written language which can be formed as a spoken language by adding music and tone in it. Music and tone need to be added to the song in order to beautify the lyrics, so that it will be able to be sung and heard.¹² In the journal entitled "The Effectiveness of Songs as Learning Media in Teaching Pronunciation" by Muhimatul Ifadah and friends, a song is a text that is sung. The song comes from a written work that is played with musical accompaniment. Those who listen to the song can feel sad, happy, excited, and other emotions because of the touching effect of the song. In addition, the song is able to provide a means of speech that is unconsciously stored in memory in the brain. This situation actually makes the learning process less rigid, and seems conditioned, which is sometimes not liked by students. There are also those who argue that a song is a work of art that combines sound art and poetic language art, usually

¹¹ M Kristina, "Penerapan Metode Primavista Bagi Mahasiswa Praktek Instrumen Mayor Pian Di Jurusan Seni Musik"(Yogyakarta; Makalah Workshop UNY,2012) p.6

¹² Kristyana & Suharto, "Singing as a Strategy to Enhance the Ability to Speak for Early Childhood", (Harmonia:Journal of Art Research and Education,2014) 14 (2) p 123

using short and straightforward language, often using figurative and imaginative meanings, as well as having a rhythm with a coherent sound and involving musical elements such as melody, harmony, and performed beautifully aimed at conveying the message implicitly. In music, there is definitely one thing that can be called a "song". The song is a collection of words that are arranged beautifully sung with musical accompaniment. The song is based on a musical composition and has a rhythm and tempo so that the listeners can feel their feelings in the song's meaning. Like what was expressed by Smith and Fauchon via Aziz and Mahyudi "La chanson est une littérature très particulière, car son tempo interdit toute profondeur. Les paroles de chansons sont douces parce qu'elles s'envolent, parce qu'elle glissent, légères et naïves."¹³ Song is a very special literature, because the tempo of the song shows every depth of meaning. The lyrics to the song are sweet, so they can make people feel flighty, slipping, light, and naive.

In learning English, songs are seen as an effective medium, especially if the target is early childhood children who in fact still want to play while learning. Dewi Puji Rahadiyanti, in her journal entitled "Use of Song Media to Increase Student Participation in Learning English Structure" said that song is an alternative media to facilitate language learning, especially sentence structure. Through the journal Dewi, an expert as well as a practitioner in the field of language, Suwartono and Rahadiyanti argues that the rhythm and authenticity of songs can be used for language learning. Rhythm and tone convey a sense of pleasure.¹⁴ As an authentic material, the song motivates those who listen to it to imitate the lyric text either completely or partially. For example, a simple song entitled "If you are happy, clap your hands" that the teacher can bring into the classroom means that the child knows that the child is happy, and is required to clap (according to the song's instructions). Based on that explanation, it can be said that songs can make students enjoy the learning process more so that they are encouraged to actively participate. Reporting from Briawan,

¹³ Fachrurrozi Aziz & Mahyuddin, *Pembelajaran Bahasa Asing*, (Banua Publishing, 2010)

¹⁴ Suwartono & Rahadianti, "Penggunaan Media Lagu Untuk Meningkatkan Partisipasi Siswa Dalam Pembelajaran Struktur Bahasa Inggris, (Jurnal Nasional, 2014) p.6

Gunarsa said, the early childhood period is also called as the pre-school period for children ages 2-6 years old. Characteristics of this period are the development of language and thought.¹⁵ Language is considered to be essential for pre-school children since language is considered as the most effective communication tool to start an initial communication. Along with the communication which happens at school and neighborhood, children's language is also developed and children can receive new vocabularies.

Looking at the theories above, we can see some of the advantages of learning English through the media of songs, namely: through songs, children can learn several things in one "paddle" such as learning to add vocabulary, learning how to pronounce or pronunciation well and correctly, as well as form a good musicality from an early age.

C. Method of Learning

Harmer has defined the method as the practical realization of an approach. The methods arrived at decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful, and some model of syllabus organization. According to Brown, the teaching method definitions as follows :¹⁶

“Methods are a generalized set of classroom specifications for accomplishing a linguistic objective. Methods tend to be concerned primarily with the teacher and student roles and behaviors and secondarily with such features as linguistic and subject matter objectives, sequencing, and material. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. There is a relationship between teaching methods, approaches, and techniques. Methods are the practical realization of an approach, and includes various procedures and techniques”.

¹⁵ D Briawan & Herawati “Peran Stimulasi Orangtua Terhadap Perkembangan Anak Balita Keluarga Miskin”,(Jurnal Ilmu Keluarga dan Konsumen,2008) 1(1), p 63

¹⁶ Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pdagogy*, (San Fransisco State University: Longman, 2001), p., 14.

In every school, the teacher should have a certain method in teaching materials by looking at student's characteristics. Teaching children for young learners has a different method with teaching adult learners. In International, Community Village has two different learners, young and adult. So, the teacher should have a certain method of teaching-learning. Actually, not all of the methods are suitable for them.

A learning method has an important role in the delivery of learning implemented by a teacher. Delivery of learning programs, especially in early childhood is more likely to be determined by the characteristics of the teacher, where teachers are more likely to show joy, cooperation and a total involvement with children's activities.

Therefore, one basic thing must be understood by early childhood teachers is understanding the position of the learning method as one of the factors that support the success of the teaching and learning system which is as important as the education component.

Early childhood learning methods should be challenging, fun, involving elements of play, movement, singing, and learning.¹⁷ Method in learning process is very needed to solve boredom during teaching learning process. Choosing method must be suitable with the material that will be delivered, because one of supporting successful of education is the use of teaching method. The following methods that can be used in early childhood learning include:

a. Field Trip Method

Field trip method is activity that is done by student to add increasing knowledge in learning something. In learning process like by using field trip method can develop social emotion and language during the trip, during the children do some

¹⁷Slamet Suryanto, *Dasar-Dasar Pendidikan Anak Usia Dini*, (Yogyakarta : Hikayat, 2005).
p.144

activities like learn how to interact with their friends, learn how their emotion, learn listen their friend's said, learn speaking and other.¹⁸

b. Question-Answer method

Question-Answer method is learning method performed by asking questions that leads the students to understand the subject matter in order to achieve the learning objectives. Question-Answer is a method that can enhance the student's achievement and excitement in the learning being delivered. Through this method, it will create active learning for students.¹⁹

c. Direct method

Direct Method is a method designed where educator uses the target language (English) in the classroom. If some students do not know the meaning of the words that spoken by educator, the educator may not translate but s/he uses visual aids or through demonstrations to illustrate the meaning of the words. The use of visual aids in Direct Method will make students be fun to learn English. In Direct Method, vocabulary is taught every meeting. So, it can enrich their vocabulary. If they have enough vocabulary they will able to speak. Then, grammar is taught inductively.²⁰

d. Storytelling Method

Storytelling, the art of narrating a tale from memory rather than reading is one of the oldest of all art forms. Storytelling is the original form of teaching and has the potential of fostering emotional intelligence and helps the child gain insight into human behavior. It also promotes language learning by enriching learners' vocabulary and acquiring new language structures. Moreover, storytelling can provide a motivating and low anxiety context for language learning. Barzaq defined storytelling as a knowledge management technique, a way of distributing information

¹⁸ Susiana, "The Effect of Field Trip Method on Social Emotional and language Development in The Kindergarten", (Surabaya: Atlantis Press,2018) p.7

¹⁹ Novitawati, Juma Abdu Wamaungu, dkk", (Banjarasin: Universitas Lambung Mangkurat,2017)

²⁰ Nurhayati Sitorus, Harpen Silitonga, "The Implementation of Direct Method to Improve Students' Ability in Speaking" (Universitas HKBP Nommensen: ELTIN Journal) vol. 6

, targeted to audiences and a sense of information, she added that stories provide natural connection between events and concepts and finally , she added that visual storytelling is a way of telling stories through images.²¹ So, storytelling method is teaching method to describes the social and cultural activity of sharing stories, sometimes with improvisation, theatrics, or embellishment.

e. Demonstration Method

Demonstration method is a teaching method where the teacher or other people who are intentionally asked or the student himself shows the whole class a process (eg the process of taking ablution, prayer and others).²² Demonstration method refers to the type of teaching method in which the teacher is the principal actor while the learners watch with the intention to act later. According to Ameh, Daniel and Akus Here the teacher does whatever the learners are expected to do at the end of the lesson by showing them how to do it and explaining the step-by-step process to them. Also Mundi, described it as a display or an exhibition usually done by the teacher while the students watch with keen interest. He further added that, it involves showing how something works or the steps involved in the process.²³

f. Simulation Method

Simulation comes from the word simulate which means to pretend or act as if. It can be interpreted the way the presentation of learning experiences by using artificial situations to understand certain concepts, principles or skills.²⁴

²¹ Pravamayee Samantaray B.Ed, M.phil, "Use of Story Telling Method to Develop Spoken English Skill" (USA:International Journal of Language & Linguistics) vol. 1

²² Yunus Namsa, *Metodologi Pengajaran Agama Islam*, (Jakarta : Pustaka firdaus, 2002) p.77

²³ Daluba, Noah Ekeyi, "Effect of Demonstration Method of Teaching on Students' Achievement in Agricultural Science" (Nigeria: Department of Vocational and Technical Education) 2013. Vol 3

²⁴ Wina Sanjaya, *Strategi Pembelajaran Dengan Humor*, (Jakarta: Kencana Perdana, 2011) p. 19

g. Playing Method

The playing method is a method that applies a particular game or toy as a vehicle for student learning.²⁵

h. Exemplary Method

Education by example means giving a good example in the form of behavior, character, way of thinking and so on.²⁶ Educational experts argue that education by example is the most successful method. This is because in learning, people generally more easily grasp the concrete than the abstract.

i. Singing Method

The singing method is a method that uses poems that are sung. Usually, these poems are adapted to the material to be taught.²⁷ Song becomes one of the media of learning to read which is more exciting especially coupled with movement. Melodies and rhythms in songs are useful for improving the pronunciation and intonation of students.²⁸

j. Habituation Method

To foster children to have good character, it is not enough to provide understanding, but it is necessary to get used to doing it. Habituation is the process of planting habits.

From the description above, it can be seen that the methods in learning for early childhood vary greatly. A teacher not only uses one method in learning but also uses multiple methods. This is certainly adjusted to the material, situation, and condition of the child so that the goals set can be realized. In addition, learning by using methods must also be adapted to the development of psychological aspects of

²⁵ Muhammad Fadlillah, *Desain Pembelajaran PAUD*, (Jogjakarta: Ar-Ruzz Media, 2012) p. 168

²⁶ Hery Noer Ali, *Ilmu Pendidikan Islam*, (Jakarta: Ilmu Pendidikan Islam:1999) p.178

²⁷ Muhammad Fadlillah, *Desan Pembelajaran PAUD.....*p.175.

²⁸ Devinta Puspita dkk, *Mengajar Bahasa Inggris Untuk Anak Usia Dini*, (Malang:UB Press,2018), p. 81.

children, for example, aspects of thinking because children are a very sensitive period of growth.

D. English learning

Learning is something that cannot be separated from the subject matter of the nature of teaching and learning. Because in every learning process teaching and learning events occur. Learning activities cannot be separated from teaching and learning activities because learning is essentially a learning activity between teachers and students.²⁹ Learning comes from the word "learning" which means a process, method, deed, so that people or students learn and acquire knowledge. So the word learning is a teaching and learning process (PMB) which is an integration between teacher activities as teachers and student activities as students so that there is interaction between the two in instructional situations that are teaching. In essence, learning is a process marked by a change in oneself somebody. Changes as a result of learning can be manifested in various forms, including changes in knowledge, understanding, perceptions, skills, skills, habits, and changes in other aspects that exist within the individual. These changes are constant and trace.

According to Emda, learning is a process activity and is a very fundamental element in every type and level of education. Learning theory according to Syah means that changes that occur in the learning process are due to experience or practice that is carried out intentionally or consciously or in other words not by chance.³⁰ The meaning of the word "learning" according to the KBBI itself is trying to gain intelligence or knowledge, and if it is affixed with the affix "pem-an" it will become the word "learning" which means a process, method, act of making people or living things learn. Understanding learning is a system that aims to help the student learning process, which contains a series of events that are designed, structured, in such a way as to influence and support the occurrence of internal student learning

²⁹ R Sitopu, *Kreativitas Guru Dalam Pembelajaran Seni Musik di TK Pertiwi 34 Patem* Kecamatan GunungPati Kta Semarang, (Semarang; 2015)

³⁰ A Emda, "Kedudukan Motivasi Belajar Siswa Dalam Pembelajaran. (Latanida Journal;2018) 5(2) p.172

processes.³¹ (Sugandi states that learning is a translation of the word instruction which consists of two subs, which means self-instruction (from within) and external instructions (from outside). According to Sugandi, external learning, among others, comes from the teacher called teaching. In external learning, the principles of learning by themselves will become learning principles. Meanwhile, Darsono in Thomas divides learning theory into 4 (four) psychological schools,³² namely:

1. Learning According to Behaviorism Flow

Behavioralists assume that humans are passive creatures, do not have psychological potential related to learning activities, including thoughts, perceptions, motivations, and emotions with assumptions like humans can be engineered according to the goals to be achieved, the most important thing in learning is the provision of appropriate stimuli. result in observable and measurable behavior. Therefore, the stimulus must be selected according to the purpose, then given repeatedly (practice), so that a mechanistic response occurs. In order for the desired behavior (response) to occur, training and rewards or reinforcement are needed, then the learning event has occurred. This means that there has been a change from "not yet seen a response" to "already seen a response". Behaviorists do not believe in abstract behavioral changes, such as changes in understanding (understanding) changes in the perception or view of an object, because such changes can sometimes be witnessed and measured.

2. Learning According to Humanistic Flow

Adherents of the humanistic school assume that everyone can determine their own behavior. People are free to choose according to their needs, not related to environment. Thus the purpose of education is to help each individual to recognize himself as a unique human being and assist him in realizing the potentials that exist in each.

³¹ Gagne R.M & Briggs L, *Principles Instructional Design*, (Holt; Rinehart Wiston, 1979) p 35

³² P Thomas, "Manajemen Pembelajaran di SMK Negeri Semarang", (Semarang; 2011) p.256

3. Learning According to Gestalt Flow

Learning according to the Gestalt school is how a person views an object or perception and the ability to organize or organize the perceived object (especially complex ones), so that it becomes a meaningful or easy-to-understand form (structure). If people are able to perceive an object (stimulus) to be a Gestalt, then that person will get "insight" (understanding). If insight has occurred, it means that the learning process has occurred.

4. Learning According to Cognitive flow

Experts who adhere to the cognitive school argue that learning is an internal event, meaning that new learning can occur if there is an ability in a person who learns. This ability is the ability to recognize what is called cognitive. In contrast to the concept of behavioral learning which relies heavily on the environment as a stimulus The adherents of the cognitive school view people who learn as beings who have to understand different objects outside themselves and have the ability to perform an action or response as a result of that understanding. For change to occur, There must be a process of thinking first in a person, which then causes a response in the form of action.

The study of foreign language learning has a long history until linguists conclude that there are 3 (three) main terms, namely approach, method, and technique. Fachrurrozi and Erta Mahyuddin, define the approach as hypotheses and beliefs about the nature of language, learning, and teaching.³³ However, it is different in Ferdi Widiputera's journal entitled "Innovative English Learning Models for Early Childhood". Where Ferdi emphasizes English learning models for children. According to Ferdi, English learning models that can improve early childhood language skills really need to be created and researched. It is also written in the journal that if from an early age equipped with good and correct English skills, it is certain that these abilities will be used at the next level of education. It is

³³ Fachrurrozi Aziz & Mahyuddin, *Pembelajaran Bahasa Asing...* p.54

stated in Ferdi's journal that there are at least 7 learning models that can be identified, namely the grammar translation method, direct method (DM), the audio-lingual method, TPR (totally physical response), the silent way, suggestopedia, Community Language Learning, and The Communicative. approach. Maryam Akbary, in "The value of song lyrics for teaching and learning English phrasal verbs: a corpus investigation of four music genres". "Phrasal verbs are a notoriously difficult feature of English for most second language and foreign language learners to master. Different sources, such as movies, music, games and books, can provide learners with exposure to the most common phrasal verbs in English".³⁴ Do not forget also education practitioners who use or teach English to children, must pay attention to PA. Then what is PA? L. Quentin Dixon in his journal entitled "The importance of phonological awareness for the development of early English reading skills among bilingual Singaporean kindergartners" suggests PA is the ability to recognize differences and similarities in the sounds of language (such as rhyming and alliteration) rather than its meaning. The correlation between PA in preschool and reading in the first few years of schooling for L1 learners of English is very strong. Of all the factors correlated with reading development, PA alone has been shown to have a causal relationship with English reading acquisition.

In Lusi Nurhayati's journal entitled "English for Early Childhood: Learning Resources, Methods, and Techniques", Hammer mentioned the theory which states that early childhood learners have different characteristics from adult learners. Hammer mentions that there are at least seven (7) learning characteristics of children who are different from their parents, one of which is that children will respond to meanings even though they do not understand all the words as a whole. Children also tend to learn from the environment around them. They learn not only from what he hears and sees but also from what they do. In addition, children also

³⁴ M Shahriari AKbary & Hossein Fatemi, "The value of song lyrics for teaching and learning English phrasal verbs: a corpus investigation of four music genre" (Innovation language and Learning,2018) 12 (4), p.344

have limited time for concentration. With these differences in nature, the treatment of children must also be different from the treatment of adult learners.

However, nowadays, old-fashioned learning systems such as those that only focus on punishment and reward seem to have been abandoned by educators. The reason is that the punishment and reward system is considered ineffective for children's understanding, and makes the child's psychological condition a bit disturbed because he feels he is psychologically threatened and his reputation if he can't do what the educators tell him to do. At present, educators must focus more on the atmosphere of fun learning activities in the classroom in order to stimulate the curiosity of students in the classroom. A comfortable atmosphere, good communication without judgment is seen as effective for increasing children's intelligence, expressing opinions, and training children to think critically without any suspicion of being judged.

Therefore, to overcome this, UNESCO made a new breakthrough in the field of educational methods, namely issuing four pillars of education that must be understood and applied by educators. The four pillars include: learning to know (learning to know), learning to do (learning to do something), learning to be (learning to be something), learning to live together (learning to know).

a) Learning to know

Education is essentially an attempt to find out information that is needed and useful for life. Learning to know in the process is not only knowing what is meaningful but also knowing what is not useful for his life. To implement learning to know, the teacher must be able to position himself as a facilitator. In addition, teachers are required to be able to play a dual role as a dialogue partner for their students in order to develop students' mastery of knowledge.

b) Learning to do (learn to do something)

Education is also a learning process to be able to do something (learning to do). The learning process produces changes in the cognitive domain, increased competence, and conscious selection and acceptance of values, attitudes,

rewards, feelings, and the willingness to act or respond to a stimulus. Education equips humans not only to know, but further to be skilled at doing or doing something so as to produce something meaningful for life. Schools as a place for a learning community should facilitate students to actualize their skills, talents and interests so that they "Learning to do" (learning to do something) can be realized. Even though children's talents and interests are influenced by heredity, the growth and development of talents and interest also depend on the environment. As we all know that skills are a means to sustain one's life, even skills are more dominant than mere mastery of knowledge.

c) Learning to be (learning to be something)

Mastery of knowledge and skills is part of the process of being yourself (learning to be). This is closely related to talents, interests, physical, psychological development, personal typology of children and environmental conditions. For example: aggressive students will find their identity if they are given ample opportunity to be creative. And conversely for passive students, the teacher's role as a compass pointing the way as well as being a facilitator is very necessary to develop students' potential as a whole and maximally. Being yourself is defined as the process of understanding one's needs and identity. Learning to behave in accordance with the norms and rules that apply in society, learning to be a successful person, is actually a process of achieving self-actualization.

d) Learning to live together

In this fourth pillar, the habit of living together, respecting each other, being open, giving and receiving needs to be developed in schools. This condition allows the growth of mutual understanding between races, ethnicities, and religions. With the abilities possessed, as a result of the educational process, it can be used as a provision to be able to play a role in education the environment in which the individual is located, and at the same time able to place himself in accordance with his role. Understanding of the role of self and others in the study group is a provision in socializing in society (learning to live together).

In this context, learning English using song media is an aspect of learning to do or learning to do something that can improve several aspects at once, including language development. Learning a foreign language through singing or through music and songs, will lead us to rapid progress in learning, and also sharpen cognitive. In Syahrul S. Sinaga's journal entitled "Musical Activity in The Music Learning Process Through Children Songs in Primary School Level".³⁵



³⁵ S S Sinaga dkk, "Musical Activity in The Music Learning Process Through Children Songs in Primary School Level", (Harmnia: Journal of Art Research and Education;2018) 18(1), 45-51

CHAPTER III

RESEARCH METHOD

A. Research Method

This research is the field research. As for the type of the research is a description research, it is research that is intended to investigate the circumstance, conditions or other terms that have been mentioned, which is the result in the form of a research report.³⁶

This is a field research with a qualitative approach. Qualitative approach is a research method based on the philosophy of postpositivism, used to discuss the conditions of natural objects, (as opposed to being experiments) where the researcher is the key instrument, data analysis is inductive/qualitative, and qualitative research results emphasize the meaning rather than generalization.

B. Objects and Subjects of The Research

The object of research is the implementation of singing method to introduce English language in group B of Islamic kindergarten of Al Azhar 39 Purwokerto.

The subject of this research are :

1. Principal

The general information (data) can be obtained accurately from principal about Islamic Kindergarten of Al Azhar 39 Purwokerto, which includes: The history of establishment, Geographical site, Vision and Mission.

2. Teacher

The teacher is directly involved to implement singing method to introduce English language in group B, from the Mrs. Fajarwati it can be obtained about the description directly about implementation of singing method for English introduction.

³⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, (Jakarta:Rineka Cipta,2010), p.231

3. Students

Students are subject involved directly of singing method that is done by the teacher. From students, obtained on the assessment of the implementation of singing method that is done the researcher.

C. Location of The Research

Determining the location of research in an area is a very important problem in order to obtain accurate data. The location of the study was conducted at Al Azhar 39 Islamic Kindergarten in Purwokerto. The reasons for taking this location are:

1. Islam Al Azhar 39 Kindergarten Purwokerto uses the singing method.
2. Students are able to pronounce and memorize English vocabulary according to the specified target.
3. Students participate in learning enthusiastically.
4. Able to improve student achievement.

D. The Technique of Collecting Data

The data that will be the raw material for this research to be processed, in collecting data using several methods, such as:

1. Observation

Observation is a systematic observation and recording of questions that appear on the object of research.³⁷ In this study, the type of observation made was a non-participant observation. This observation technique is used to directly understand and record the methods used in learning English in Al Azhar 39 Kindergarten Islam Purwokerto.

The researcher has observed five times with two different theme. The first is on Tuesday, September 17, 2019 with the theme is family. And the second observation is on Tuesday, October 15, 2019 with the theme is animal. Third and fourth observation is on Tuesday, October 22 and 29,

³⁷ Amirudin, *Metode Penelitian Sosial*, (Yogyakarta: PArana Ilmu, 2016), p. 153-154

2019 with the theme still same is it animal. And the last observation is on Tuesday, November.

2. Interview

Interviews can be oral questions and answers between two or more people directly.³⁸ In this study, the type of interview used was a semi-structured interview. This interview technique is used to obtain information about the application of methods in learning English in Al Azhar 39 Kindergarten Islam Purwokerto.

The researcher has interviewed three times with the subject is the principal and the teacher of group B. The interview eith the principal is on Tuesday, September 10, 2019 with the topic is about excellent program and English introduction in Islamic Kindergarten of Al Azhar 39 Purwokerto, and the interview eith the teacher of group B is doing two times it is on Wednesday, September 18, 2019 and on Tuesday, October 29, 2019 with the topic is about the introducing English language and the implementation of singing method.

3. Documentation

Documentation comes from the word document that is a record of events that have occurred. Documentation can form picture writing. Or monumental works from someone. Documents in the form of writing such as diaries, life history, biographies, regulations, policies. Documents that makeup images such as photographs, live drawings, sketches and others. Documents containing senior artwork, which can be in the form of drawings, statues, films and others. The document study is a complement to the methods of observation and interviews in qualitative research. The documentation method used to obtain information about the school, curriculum, conversation methods used in learning Englis.

³⁸ Rohmad, *Pengembangan Instrumen Evaluasi dan Penelitian Sosial*, (Yogyakarta: Kalimedia, 2017), p. 165

E. The Technique of Analyzing Data

Data analysis is the process of finding and compiling systematic data obtained from interviews, field notes, and documentation, by organizing data into reported categories into units, synthesizing, compiling into patterns, choosing which ones are important and will obtain, and make conclusions so that they are easily understood by themselves and others.

After the data has been collected using several methods above, then the data is analyzed. The method that will be used in analyzing data is qualitative methods with descriptive methods. The steps taken by the author are:

1. Data reduction

Data reduction is summarizing, choosing the main things, focusing on the things that are important, looking for themes and patterns and removing unnecessary. Reduced data will provide a clearer picture, and facilitate researchers to conduct further data collection, and look for it if necessary.

2. Presentation Data

After reducing the data, the next step is to present the data. Presentation data can be done in the form of brief descriptions, charts, relationships between categories, flowcharts and the like. In this case Miles and Huberman state "the most frequent display data for qualitative research data in the past is the narrative text". The most often used to present data in qualitative research with texts that show narrative. In presenting the data, the research describes the method of learning in English at Al Azhar 39 Kindergarten Islam Purwokerto.

3. Data Verification or Conclusion Withdrawal

The third step in qualitative data analysis according to Miles and Huberman is conclusion and verification. The initial conclusions put forward are still temporary and will change after it is found there is no strong evidence that supports the subsequent installation of data. After initial approval, supported by valid and verified evidence when the researcher returns to the field, the data, the conclusions put forward are credible conclusions. This technique is used to infer the data obtained about the

method launched in introducing English in Group B of Islamic Kindergarten of Al Azhar 39 Purwokerto.



CHAPTER IV

PRESENTATION AND DATA ANALYSIS

A. The General Description of Islamic Kindergarten of Al Azhar 39 Purwokerto

1. The Geographical Location

The geographical location here in the area or place of residence where Al Islam Azhar 39 Kindergarten Purwokerto is located and conducts its activities as an educational institution in Purwokerto. TK Islam Al Azhar 39 Purwokerto is located on Jl. Raya Baturraden Km 6 No. 1, Pandak, Baturraden District, and Banyumas Regency. The name Pandak is the name of one of the villages in Baturraden Subdistrict, located in the Purwokerto region, Banyumas Regency. Geographically, the location of Al Azhar 39 Purwokerto Islamic Kindergarten is in a strategic area, convenient for learning, even though it is in a rural area, but this school is on the side of the road that is traversed to get to Baturraden tourism object

2. The Development History

a. History of Islamic Kindergarten of Al Azhar 39 Purwokerto

Islamic Kindergarten of Al Azhar 39 Purwokerto was the foundation of Darun Nujaba which was founded in 2010 by Mrs. Retno Dumilah. Previously the name of the kindergarten was Darun Nujaba Kindergarten. It was changed into Islamic Kindergarten of Al Azhar 39 Purwokerto in 2012. The name of the Islamic Kindergarten of Al Azhar because Mrs. Reto used to send her children to Al Azhar Semarang, she was interested in the school which is a foundation of Al Azhar. Al Azhar's center was located in Jakarta. Furthermore, she registered the Darun Nujaba Kindergarten to the Al Azhar foundation in Jakarta with the serial number of the school under the help of the Al Azhar center which is the 39th serial number, and then it was called the Islamic Kindergarten of Al Azhar 39th in Purwokerto.

b. The Development History of Islamic Kindergarten of Al Azhar 39 Purwokerto³⁹

Yayasan Pesantren Islam (YPI) the foundation of the Islamic boarding school of Islamic Elementary School of Al Azhar 39 Purwokerto has experienced in the development of education in quantity and quality at primary and secondary levels. Based on the data, Al Azhar currently has 47 kindergartens, 49 elementary schools, 36 junior high schools and 13 high schools that are managed directly or in collaboration with partner foundations obtains 38 foundations. In general, partner foundations consist of 2 patterns, namely:

First, YPI Al Azhar is responsible for curriculum standards, educational processes, and human resources, while partner foundations are responsible for facilities and financial standards (in Jakarta, Bogor, Depok, Tangerang, Bekasi). Secondly, YPI Al Azhar is responsible for curriculum standards and educational processes, while partner foundations are responsible for human resources, facilities and financial standards (outside Jakarta, Bogor, Depok, Tangerang, Bekasi). In general, when the number of schools managed by YPI Al Azhar both directly and collaboratively increases, the challenges that arise are in the aspects of communication, coordination, participation and quality assurance. To answer these challenges YPI Al Azhar has formed the Directorate of Primary and Secondary Education (Dikdasmen) as the technical implementer of YPI Al Azhar's management policies in the field of education. In accordance with the duties and responsibilities of the Directorate of Elementary Education, which is tasked with fostering, directing, coordinating, facilitating, supervising and evaluating all Al Azhar schools from kindergarten to high school.

From year to year, YPI Al Azhar has increased. Until now YPI Al Azhar in managing its schools partnered with 38 foundations spread in

³⁹ Interview with The Principal of Islamic Kindergarten of Al Azhar 39 Purwokerto on September, 10 2019.

Jakarta, Bekasi, Tangerang, Depok, Serang, Cilegon, Cirebon, Sukabumi, Bandung, Tasikmalaya, Karawang, Semarang, Salatiga, Cilacap, Solo, Purwokerto, Yogyakarta, Pati, Padang, Bukittinggi, Bandar Lampung, Pontianak, Banjar Baru, Makassar, Bintan, Gorontalo, Palembang and Samarinda. It is reported that Purbalingga will also open YPI Al Azhar in the next school year. Each YPI Al Azhar has its own school number in the order in which the foundation was founded. In Purwokerto YPI Al Azhar got to number 39.

3. Status

Identity of the school

Name of the School	: Islamic Kindertarten of Al Azhar 39 Purwokerto
National School Number	: 69882339
Name of Organizer	: Islamic Boarding School of Al Azhar Purwokerto
Status	: Private/ Formal Education
Street	: Raya Baturraden No. 1, Pandak
Village	: Pandak
Sub-district	: Baturraden
District	: Banyumas
Province	: Jawa Tengah
Pos code	: 53151
Telephone Number	: (0281) 657300
Instagram	: @alazhar39purwokerto
Email	: alazhar39pwt@yahoo.com

4. Profile⁴⁰

a. Vision dan Mission of Islamic Kindergarten Al Azhar 39 Purwokerto

There were two visions and missions of the Islamic Kindergarten of Al Azhar 39 Purwokerto. The first vision and mission from Al Azhar

⁴⁰ Documentation with The Administrator of Islamic Kindergarten of Al Azhar 39 Purwokerto on September 18, 2019.

Purwokerto itself and the second vision and mission was from the Central Al Azhar that located in Jakarta Bogor Depok Tangerang Bekasi.

b. Vision and Mission Education of Al Azhar

1) Education Vision of Al Azhar

Realizing Muslim intellectuals who are pious and noble, healthy physically and spiritually, intelligent, capable and skilled, believe in yourself, have a strong personality, a warrior character and also have the ability to develop themselves and their families and are responsible for the development of the people and nation.

2) Education Mission of Al Azhar

a) Realizing an education system that is based on Imtaq and Science and Technology.

b) Become a source of producing high-quality teachers who master the science of religion and general science.

c) Become a source of superior schools that become a reference to other schools, in the quality of graduates, the quality of the methodology and the quality of the teacher.

d) Assist children's education outside the "Traditional School Hours" by carrying out education from morning to evening. The targets and activities are children of busy parents who find it difficult to spend time educating children outside traditional school hours.

c. Vision and Mission Islamic Kindergarten Al Azhar 39 Purwokerto

1) Vision

Realizing a generation of Muslims with Karimah, Creative, Independent, Achievement, and Global Competitiveness.

2) Mission

a) Provide learning services to students according to the Qur'an and the Hadith.

b) Building Islamic culture in the school community in daily life.

c) Provide learning services to students through innovative and professional teaching staff.

- d) Provide opportunities for children to explore and innovate in a conducive environment.
 - e) Instill the spirit of competition with the spirit of sportsmanship from an early age.
 - f) Providing complete facilities and infrastructure based on science and technology.
- 3) The Aim of the School

Based on the objectives of National Education, the objectives of the school can be formulated as follows:

- a) Schools can instill the Islamic character of Akhlaqul Karimah through 5S (Senyum, Salam, Sapa, Sopan, Santun)
- b) Children can be human solving for themselves.
- c) Schools can become student learning centers in developing Islamic culture and quality education.
- d) To create the students who excel at the regional and national levels.

B. Data Presentation And Analysis

1. Planning of Learning in Islamic Kindergarten of Al-Azhar 39 Purwokerto

For the sake of creating a superior generation, schools must have learning targets and learning designs that are in accordance with the curriculum used. Curriculum is planning that deals with the collection, selection, and analysis of a number of relevant information from various sources and prepares students to face life now and in the future.

As regulated by Presidential Decree No. 60 of 2013 concerning Integral Holistic Early Childhood Development (PAUD HI), Al Azhar Islamic Kindergarten uses the 2013 Curriculum as the basis for daily teaching guidelines. Integrative Holistic Early Childhood Development is a presidential regulation regarding the distribution of all early childhood services (from the womb to the age of 6 years) so that simultaneously, children's basic needs are met according to their developmental stage and specific needs such as educational stimulation, biomedical physics (nutrition, health), as well as love,

well-being, and protection. The 2013 curriculum here functions as planning oriented, which represents a theoretical view of the knowledge to be delivered. In addition to being planning oriented, the 2013 Curriculum also has other functions such as a vehicle for knowledge transmission from teachers to students. The 2013 curriculum also carries the concept of early childhood education: creating quality and equitable basic education, as well as character education that ensures all early childhood residents get a decent education bench. PAUD learning implementation plans must be made prior to the implementation of learning, and refer to the characteristics (age, socio-cultural, and individual needs). Making this teaching implementation plan serves as a reference for teachers in carrying out learning, supports learning success, directs teachers to prepare the necessary tools and materials, and directs teachers to build attitudes, knowledge and skills that children are expected to have. It is also said to create a superior generation, must be fearless and open to new thoughts and learning.

In preparing the learning implementation plan, there are signs that education practitioners must know, including:

- a. Oriented to Child Development Achievement Level Standards (STTPA)
- b. Contains basic competencies (KD) taken from core competencies (KI)-1, KI-2, KI-3, KI-4 which can develop religious and moral values, motoric, cognitive, language, social-emotional, and artistic
- c. Contains content or learning material from the selected KD
- d. Choose activities that are in line with the content of the learning material
- e. Develop child-centred play activities
- f. Using thematic learning

- g. Using scientific thinking
- h. Based on local culture and utilizing the surrounding natural environment, as a medium for children's play

Kindergarten's development materials are needed to develop children's attitudes, knowledge, and skills, expand meaningful play experiences, and foster children's interest in learning. How to develop teaching materials can also be done by understanding the core content of each basic competency; Learn in advance what abilities are expected from these basic competencies. Understanding the breadth of coverage of the material contained in the KD can also be an alternative so that the material can develop. In addition, understand the depth of the material according to the child's developmental stage. Also adjust to the vision you want to realize and the goals to be achieved for students while studying at Al Azhar Islamic Kindergarten.

Learning planning at the PAUD level has three types of planning, namely Semester Program (Promes), RPPM (weekly lesson plan), and RPPH (daily lesson plan). The first thing that will be discussed is Promes or the PAUD semester program. Semester program planning in PAUD contains a list of themes and sub-themes in one semester, as well as the basic competencies selected for that theme, including time allocation for each theme by adjusting the effective days of the flexible educational calendar. The determination of the theme can be developed by the PAUD unit or refer to the sample themes in the guide. How to arrange the PAUD semester program are: developing themes and sub-themes based on children's interests, the potential of PAUD units or can be taken from the examples contained in the guide. Furthermore, basic competencies can be taken from the curriculum structure that is most in line with the established sub-themes, then linked to the specified time allocation with the depth and breadth of the material to be achieved in accordance with

the potential of the PAUD unit. In relation to time allocation, there is also a minimum or lowest limit for program implementation for one semester, which is 17 weeks.

The second is the RPPM or weekly lesson plan. RPPM is a derivative of the promissory note (semester program) which is an activity plan prepared for one week of learning containing sub-themes, learning materials, and activity plans related to the selected basic competencies. The weekly lesson plan aims to plan and select activities that are able to realize all the content of the selected learning material. However, routine activities will be included in the SOP, unless there is new material.

Then the last one is the RPPH or daily learning implementation plan which is a reference for managing play activities in one day compiled by educators. The RPPH does not have a standard format, but the content of the RPPH must contain seven defined components, including: a) program identity, b) materials, c) tools and materials, d) opening activities, e) core activities, f) activities closing, g) assessment plan.

The following is an explanation of the part or content of the RPPH:

- 1) The program identity contains several sub-units such as the name of the PAUD unit that prepares the weekly lesson plan, which semester or month or week, the day and date, the sub-themes taken from the semester program, and the child's age group filled with the target group.
- 2) The material is taken from the material that has been described in the weekly program, and is in line with the objectives that have been written on it. For the material, it is divided into two, namely: material for attitude development which is written in the lesson plans, then included in the SOP, or it can also be included as a routine activity and applied through habituation and repeated every day throughout the year. The second is material for developing knowledge and skills introduced in accordance with the RPPH

- 3) Tools and materials are closely related to the activities that will be managed by the teacher on that day with the aim that children will be interested in participating in learning activities. The activities themselves are taken from several activity plans in the RPPM. The specified activities depend on the management of the model approach used in the PAUD unit
- 4) The opening activity is an important activity to introduce learning material. The opening activities are intended to help build children's interest so that children are ready to play and learn in core activities. Usually this opening activity is used by the teacher to introduce pre-prepared play activities, the rules of the game, apply habits, and so on. The core activity is a learning process by applying a scientific approach in a flexible and broad manner. The scientific understanding itself is that children must observe according to the theme discussed, children actively ask questions, children collect information, children reason, and children communicate. Core activities with this scientific approach can be carried out indoors or outdoors, using existing learning resources, or utilizing existing learning resources environmental learning resources. In core activities, children are given the opportunity to explore building meaningful play experiences, communicate their ideas through various prepared play activities, and gain knowledge using the center model or group corner with safety activities. The number of activities provided every day is a minimum of four different activities to facilitate children to stay focused on playing while learning. In certain activities, such as a cooking center, a role or drama center, or an introduction to science, the teacher can provide only one activity. Then, to close the series of core activities, it is also important to strengthen the memory of the lessons learned that day (recalling). Recalling or recalling activities serves to strengthen the play experience and concepts that children learn.

As H. Stanley Judd, a motivational writer and producer, puts it, "A good plan is like a road map: it shows the final destination and usually the best way to get

there". A good plan is like a road map, showing the final destination and how best to get there.

2. Implementation of English Teaching and Learning Activities at Islamic Kindergarten Al-Azhar 39 Purwokerto

In accordance with Permendiknas No. 58 of 2009 concerning PAUD Standards (2013 Curriculum) every child is given the opportunity to develop themselves according to their respective potentials. Educators are tasked with helping if the child needs it. Meanwhile, the implementation of play activities will adjust the K13 approach, namely thematic and scientific learning. Thematic learning is a learning that links various topics of basic competence in an integrated manner into one theme. The theme is not a goal, but as an expansion of insight in order to deliver the maturity of child development. Scientific education is a learning approach that provides opportunities for children to gain learning experiences through observing, asking questions, gathering information, associating, and communicating what they have passed in the previous stage.

There is also a program that is promoted at Al Azhar Islamic Kindergarten which is an integrative holistic program as an early childhood development effort that is carried out to meet the diverse and interrelated essential needs of children simultaneously, systematically, and integrated. Some of the programs implemented by Al Azhar Islamic Kindergarten are:

- a. Educational services in the form of learning through play are oriented to the development and needs of children, child-centered, active learning, oriented to the values of character development, and oriented to the development of life skills.
- b. Parenting services are also held such as parenting activities, seminars, consultations between teachers and parents related to children's growth and development, parental guest teacher involvement, parental involvement in school activities, facilitating communication with parents through link book.

- c. Nutritional health services and care, such as weighing and measuring height, habituation to eat healthy and balanced foods, habit of washing hands with soap, introduction of balanced nutritional foods, provision of first aid kits for first aid treatment, control the physical condition of the child in simple terms (eg body temperature, wounds, etc.).
- d. Protective services such as ensuring that the environment, tools and play materials used by children are in good, comfortable, and pleasant conditions, teaching children to be able to help themselves when they are treated uncomfortable,

In its education system, Al Azhar Islamic Kindergarten applies intensive English from an early age as an effort to introduce English to its students. The style of learning English refers to the Cambridge curriculum learning which is filtered and developed according to the learning needs of children. There are two methods applied by Al Azhar Islamic Kindergarten to introduce English from an early age: the conversation method or daily conversation, and the musical method (movements and songs) or singing simple English children's songs at the beginning of the hour lessons, to be precise in circle time. The definition of circle time itself is an activity that children do before entering school to build feelings of joy and pleasure in welcoming knowledge. This activity is called circle time because when children perform singing and praying activities, the children form a circle. The songs that are presented are of course themed about aspects of habituation, such as having to always be enthusiastic when gaining knowledge. Circle time consists of several sequences of activities at the beginning of the lesson, the first of which is singing the song "Good Morning and How Are You?" together. This song is an uplifting song and fosters a positive spirit and prepares the children's mood to gain knowledge. Here are excerpts of the song "Good Morning and How Are You?"

How are you I'm Fine

Good morning good morning good morning how are you

I'm fine I'm fine 'em fine Thank you

(Lyric song How Are You I'm Fine)

Can be seen in the song Good Morning How Are You, which is a very simple children's song that is able to be absorbed by children effectively and quickly. The selection of the song How Are You Good Morning in the morning is to foster the children's enthusiasm when they want to start activities for the day. The rhythm pattern of Good Morning How Are You is very simple, with a 4/4 measure and notation that is easy enough for children to remember. Its ear catchy tone is easily absorbed and memorized by children, which is one of the reasons why the song Good Morning How Are You is used as the opening song for teaching and learning activities for IAIN Azhar Islamic Kindergarten students.

In addition to its easy-to-memorize tone, the song Good Morning How Are You also shows a happy and happy expression so that it is suitable to be sung in the morning. This is to form good characteristics so that it becomes a habit to always be excited in the morning, especially at school. From the perspective of practicing educators themselves, songs are considered effective media to convey aspects that will be taught for everyday life.

In terms of language or literacy, the song *Good Morning How Are You* can add to a child's simple vocabulary, and meet the target of STTPA Scope of Development point IV (expressing language): that is, children begin to be able to express wishes and express simple sentences. Example sentences used by children here is the sentence good morning, and how are you or in Indonesian it becomes "good morning, how are you?".

Then the next activity after singing the song "Good Morning and How are You" is singing a free choice song entitled "Finger Family". Here are excerpts from the lyrics of the song "Finger Family":

The purpose of singing this song is to foster the children's enthusiasm for learning and the spirit to face the day. From the snippet of the song entitled "Finger Family" above, it can be shown that in one song it teaches 3 things at once, namely: introduction to family (Daddy, mother, daughter), recognition of numbers (three), and recognition of body parts (Finger).

Finger Family

www.singing-bell.com

Dad - dy fin - ger, dad - dy fin - ger where are you?
Here I am, here I am How do you do?

Pict 2.1 Lyric Finger Family Song

Children aged 3-5 years, tend to like things that are "colorful" and fun. Therefore, learning English through the media of this song tends to be fun, and children are easier to catch and memorize verbs or words, and increase their vocabulary through songs. But in addition to fostering the spirit of learning, this singing activity in English is to introduce simple English vocabulary in a fun way. This circle time activity takes place every day at 08.00 – 08.15 WIB, and the songs that are sung are also varied, so that children also get to know various kinds of simple English vocabulary. Even though they only sing an English song for 15 minutes, the development of vocabulary knowledge for each child can be said to be good, especially in the PAUD class, after 7 months of intensive English through songs, they begin to pronounce vocabulary that is the teacher's target, such as mentioning various types of food and their taste (salt tastes) salty or salty, sugar tastes sweet or sweet, chili tastes spicy or spicy). Children can also memorize letters A-Z in English through ABC songs, and can also memorize numbers 1-10 in English through do-mika-do game songs. In addition to mentioning the names of

foods and their tastes, after several months of intensive use of English coupled with regular circle time every morning, children can express permission sentences such as, “Excuse me, Mam can I go to the toilet please?”

Still continuing the sequence of circle time, after the children sing two English songs, then the children pray to prepare themselves for the next “rundown”. At Al-Azhar Kindergarten, children are taught to pray in two languages: Arabic and English. Of course, the musical element is very important and quite thick in this circle time series of activities. In accordance with the journal by Anna Rita Addressia and Felice Carugati entitled "Social representations of the musical child": an empirical investigation on implicit music knowledge in higher teacher education" states that the basic idea of this kind of study is that music education is a discursive practice that can be analyzed by means of discourse analysis. The method consists primarily in gathering a sample of discourses" in the didactic context (for example, teachers with their own students) (Addressi & Carugati, 2010).

This series of circle time activities is carried out every day for about 15 minutes in one day before the child enters learning activities. After the circle time activity ends, for Play Group and Kindergarten children there are different schedules, as follows:

a. Scedhule of Playgroup

NO	WAKTU	KEGIATAN
1.	08.00 – 08.15	Circle time
2.	08.15 – 09.15	Sentra
3.	09.15 – 09.30	Snack Time
4.	09.30 – 09.45	Break Time
5.	09.45 – 10.00	Closing

Table 1.1 Scedhule of Playgroup

b. Scedhule of Kindergarten

NO	WAKTU	KEGIATAN
	07.30 – 08.00	Sholat Dhuha
1	08.00 – 08.15	Circle time
2	08.15 – 08.45	Session 1
3	08.45 – 09.15	Session 2
4	09.15 – 09.30	Break time
5	09.30 – 10.30	Sentra
6	10.30 – 11.00	Recalling
7	11.00 – 11.30	Sholat dhuhur
8	11.30 – 11.55	Makan siang
9	11.55 – 12.00	Closing

1.2 Table 1.1 Scedhule of Kindergarten

From the table above, it can be seen the difference in activities between the playgroup class and the Kindergarten or Kindergarten class. The difference lies in the session and breaktime. Session here means the subject. At the playgroup level, there are no special sessions or subjects that students must teach. However, at the Kindergarten or Kindergarten level, sessions need to be held because they are more mature preparation for the next level. The subjects or sessions that must be taught by Islamic Kindergarten Al-Azhar students are IQra, English, Indonesian, computer, drumband, and fun Friday. Overall, this session time was packaged in a fun way, especially the English session using music and singing. In addition to textual or using books, children tend to be more interested in learning English using songs as the media.

One of the songs that children are learning is a song called “Butterfly”, along with a snippet of the lyrics:

Voice

Fly fly fly the but ter fly in the mea dows is fly ing high

5

Voice

in the gar den is fly ing low fly fly fly the but ter fly

Pict 2.2 lyric Butterfly song

The song entitled "Butterfly" is used as a simple English introduction to children which tells the story of an animal created by God called a butterfly. In the question phrase of the song (fly, fly, fly, butterfly in the meadows is flying high), it is explained that the butterfly is flying high in the meadow. It explains and gives children an idea of how a butterfly can fly.

If you look around, the songs used for learning English are all themed on general science, have simple melodies and rhythms, and contain positive messages. It turns out that in addition to stimulating children's language development, the selected songs are sung with the aim of making children learn to be more creative, easy to compromise, train concentration, share, and cooperate. These things will be very useful when he plunges into the real world later when he grows up. The most important of learning music is to express or express emotions. In this case, at Al Azhar Kindergarten the children were stimulated to express verbally using the media of song. Stimulation of language development and cognition through songs has been proven to be effective in early childhood, because it has been proven in Al Azhar Kindergarten students. At the playgroup level, Al-Azhar Kindergarten students come from various social backgrounds, ranging from those who do have strong foreign language skills, those who do not. However most of the students who come for the first time at Al-Azhar Kindergarten Purwokerto do not have strong foreign language skills (in this context English), in the sense that they do not use their English intensively at home.

In the school environment, these students who do not have a strong enough ability in mastering English are trained continuously and intensely with two methods, namely movement and song. Then gradually, after 3 months of being accustomed to using English using these two methods (plus the textual method, because there are some books that use English such as fable books), the children can say some simple words such as tidy up (tidy up), reading (read), and get up (rise). This statement certainly confirms a study by Charlotte P. Minezer published by the Sage Journal (quoted from tirto.id) which explains that musical activities will strengthen many aspects of language development. Chanting and rhythmically chanting, singing, and listening are all experiences that support development. By singing songs, children can learn new words in a fun way and of course learn how to pronounce them (Mizener, 2008).

3. Education System at Al-Azhar Islamic Kindergarten 39 Purwokerto

An effort to achieve the vision and mission, every member of the big family of Universal Playgroup and Kindergarten must respect the rights of all members of the existing learning community. This means, there will be a relationship between parents and teaching staff to create a condition that is physically, emotionally, and intellectually safe, organized, coordinated as a comfortable learning environment. Therefore, Al-Azhar Islamic Kindergarten presents a national education system with an international flavor in order to create a positive environment so that every child, parent and teacher can learn well. The education system applied is as follows:

- 1) National Curriculum
- 2) One classroom is only filled with 16-20 children
- 3) Intensive English
- 4) Habituation program for character building

- 5) Extracurricular activities
- 6) A safe and comfortable place to grow and learn

The Al Azhar Foundation curriculum is the curriculum used by all Al-Azhar school foundations with reference to the national curriculum combined with the characteristics of schools in Indonesia in general, while the Cambridge curriculum used at the Al-Azhar foundation is a curriculum that refers to English habituation since age Dini which is a development that is based on the development of the world of education in Indonesia and internationally.

4. Extracurricular Activities and Habituation Program at Al-Azhar Islamic Kindergarten 39 Purwokerto

At Islamic Kindergarten Al-Azhar , there are several supporting activities that are held outside the curriculum. These activities serve to explore the potential, interests and talents of children, as well as to refresh from boring subjects. Programmed activities consist of introduction to the school environment, outing program (out of school activities), talent show (showing students' talents), costume day (wearing special uniforms on certain days such as Kartini Day), cooking class (simple cooking class), and family day for child and parents.

IAIN PURWOKERTO



Pict 2.3 Cooking class time

However, there are also activities outside of teaching and learning hours to look for students' talents and interests outside of class hours (extracurricular), including: dancing (dancing), music (specifically learning violins and drum bands), sports (karate), robotics, batik, arts and crafts, and science. Extracurricular dancing or dancing is divided into two, namely traditional dancing and ballet.

In general, all extracurricular activities at Al-Azhar Islamic Kindergarten 39 Purwokerto went well and became excellent. However, there are several activities that stand out, including: drum band, traditional dance, and ballet. These activities are said to be "more" than other extracurricular activities because the number of students who participate in these activities is quite large, and shows their existence in various school events such as YEP (Year End Program) or events held at the end of the year, and in other events.

5. Assessment System of Al-Azhar 39 Islamic Kindergarten Purwokerto

The 2013 Curriculum PAUD assessment is a measurement of the level of achievement of early childhood development with the main goal centered on how to understand and know the developments achieved by children after receiving learning stimuli. Assessment at the PAUD level does not provide a numerical assessment as is the case for elementary schools and subsequent levels, but the assessment at the PAUD level is a process, so it is not only carried out once or twice at a certain time, but also continuously and continuously. Assessment of PAUD students is carried out when children are playing, interacting with friends or teachers, or when children are playing communicate thoughts through his work and the assessment is carried out every day. The most important thing that must be understood and changed by the teacher's understanding is that the work of children is not to be judged as good or not, but to analyze the progress and developments that have been achieved by the child.

In the assessment process, in accordance with Permendikbud no 137/2014 article 18 and Permendikbud number 146/2014, the assessment of the process and results of PAUD activities is a process of collecting and reviewing various information in a systematic, measurable, sustainable, and comprehensive manner about the growth and development that has been achieved. by children over a period of time. Assessment of children's learning outcomes measures basic competencies in each developmental sphere by using developmental indicator benchmarks per age group.

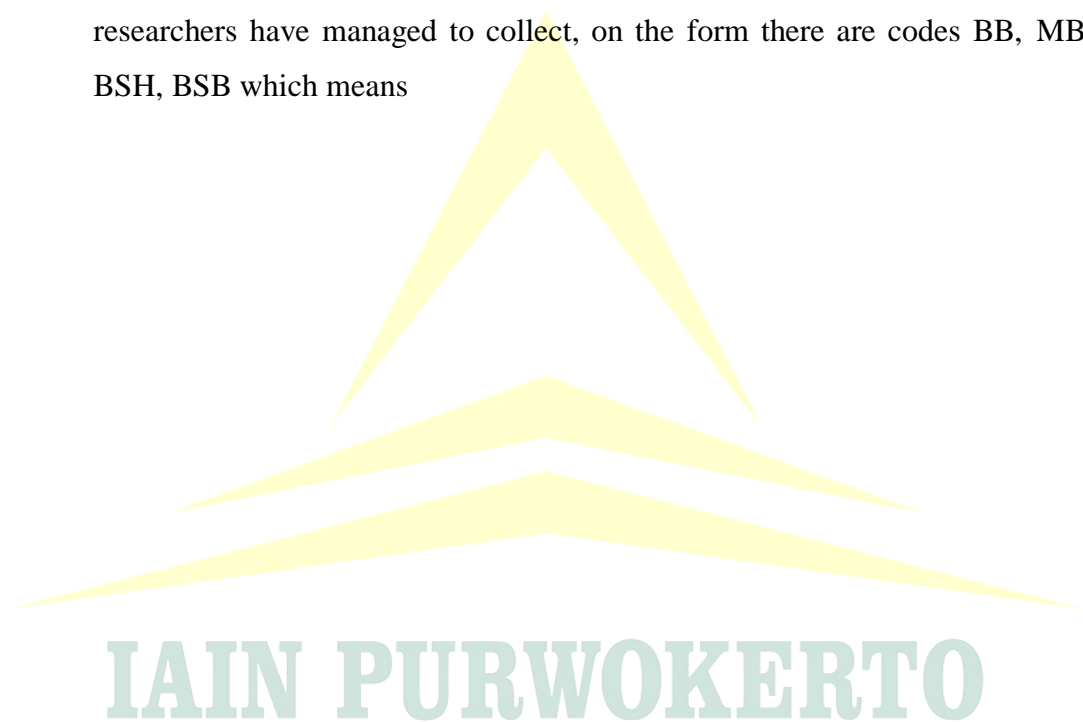
Development consists of: (1) religious and moral values, (2) physical motor,(3)cognitive, (4) social emotional, (5) language, and (6) art. The development program covers all 46 basic competencies,and to measure the achievement of these developments using development indicators per age group. For the PAUD group (aged 2-4 years), in accordance with the latest Peren 146 2014, the development of early childhood aged 2-4 is a specific and measurable development marker to monitor or assess the development of children at a certain

age. Core competence (KI) is a description of the achievement of the Standard Level of Child Development Achievement at the end of the six-year-old PAUD service which is formulated in an integrated manner in the form of KI Spiritual Attitudes, KI Social Attitudes, KI Knowledge, and KI Skills.

There are also 4 assessment processes carried out at the PAUD level, including:

- a. PAUD daily assessment is the process of collecting data using the daily assessment format instrument listed in the RPPH, anecdotal notes, and children's work. Instruments in the daily assessment format and anecdotal notes are filled in from the teacher's observations when children play or carry out daily routine activities. The results of children's work as documents that are obtained by the teacher after the child has carried out the activity, should be clearly written on the date of manufacture and the child's ideas about the work are written by the teacher based on the story the child tells.
- b. PAUD monthly assessment contains processing of daily checklist assessment data recapitulation, anecdotal notes, and work child for one month. The results of data processing are entered into the PAUD assessment format.
- c. PAUD Semester Assessment is the result of processing recapitulation of monthly assessment data achieved for 6 months. Semester assessments are used as the basis for making reports on child development which are submitted to children's parents.
- d. This PAUD report contains the results of processing data on child development collected for six months or one semester. The report is addressed to parents of children as responsibility for services that have been followed by children, PAUD units as a document of learning outcomes and as a basis for improvement and development of better services, and to the Department of Education as the PAUD supervisory institution in their area.

Al-Azhar Islamic Kindergarten 39 Purwokerto, a daily assessment system that is carried out directly or indirectly, direct assessments are obtained from children's daily activities that can be observed directly such as conversations, understanding of orders, etc., while indirect or written assessments are used. tabular format with the scope of development including: NAM, Physical Motor, Cognitive, Language, Social Emotion, and Art. For the self-assessment, as explained earlier, the playgroup and kindergarten levels do not use numeric units, but are more descriptive and use letter codes. For example, on the art and craft center assessment form that researchers have managed to collect, on the form there are codes BB, MB, BSH, BSB which means



CHAPTER V

CLOSING

A. Conclusion

The results of research conducted by the author at the Islamic Kindergarten Al-Azhar 39 Purwokerto, it can be concluded that the application of the singing method in learning English at the Islamic Kindergarten Al-Azhar 39 Purwokerto is one of the teacher's teaching strategies in order to introduce simple vocabulary and simple sentences to young children. early. The application of the singing method itself is summarized in the opening activity of a series of teaching and learning activities, namely at circle time, where Al Azhar Islamic Kindergarten students are asked to form a circle, then sing a simple children's song "Finger family" and so on. This introduction to English, by the Darunnuajaba Foundation is considered important because in order to keep up with the times, global trading and so that these early childhood children will later have the opportunity to receive a good education abroad, because they get a plus point: good command of English. In planning its learning, Al-Azhar Islamic Kindergarten has three types of planning programs, namely Semester Program (Promes), RPPM (Weekly Learning Implementation Plan), and RPPH (Daily Learning Implementation Plan). In each type of learning planning, there is a linguistic element in which students of Al-Azhar 39 Islamic Kindergarten Purwokerto are required to be able to master simple commands or requests.

The implementation of English learning at Al-Azhar 39 Islamic Kindergarten in Purwokerto applies two methods that are easy for children to understand, namely the singing method (movements and songs) and the conversation method or daily conversation so that children are familiar with English. Meanwhile, for teaching and learning activities, Al-Azhar 39 Islamic Kindergarten in Purwokerto is held starting at 07.45-12.00 WIB. With five hours a day using the conversation method and singing (movement and song), it is hoped that the students of Al-Azhar 39 Islamic Kindergarten in Purwokerto can quickly get used to using English in their daily lives.

The application of singing is quite effective for learning basic English, such as vocabulary recognition and pronunciation of simple sentences.

B. Suggestion

The suggestion that the author can convey for the Islamic Kindergarten Al-Azhar 39 Purwokerto is that teachers and curriculum developers can always develop learning methods and strategies to make them more interesting, coupled with adequate facilities, considering that this is continuous with the development and growth of children.

For educators, especially kindergarten teachers in bilingual schools to continue to study English well. What is meant here is teaching English in accordance with the rules for early childhood in accordance with predetermined references. Things like this need to be known so that later generations will be created who not only know English vocabulary, but are also accompanied by mastery of grammar and correct pronunciation like a native speaker.



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