

The Implementation Of Songs In Teaching Listening For Kindergarten In Online Learning Environment

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Received: September 23, 2023

Accepted: September 23, 2023

Published: September 24, 2023

Abstract

Language acquisition in early childhood is crucial for a child's overall cognitive and emotional development. This paper investigates the implementation of songs in English teaching for kindergarten students in an online learning environment. With the increasing prevalence of remote learning, educators face the challenge of engaging young learners in an effective and enjoyable manner. This study aims to explore how the integration of songs can enhance the listening abilities of kindergarten students during online English lessons. The research methodology involves conducting a literature review on the benefits of incorporating songs in language education and an empirical study consisting of online lessons with a group of kindergarten students. The findings indicate that the implementation of songs positively impacts students' listening comprehension, motivation, and overall engagement in the online learning environment. The results also highlight the importance of carefully selecting age-appropriate songs that align with the learning objectives and student interests. Based on the outcomes, this paper offers recommendations for educators on effectively utilizing songs in online English teaching for kindergarten students. The integration of songs in online English teaching for kindergarten students is an effective and enjoyable method to enhance their listening skills, vocabulary acquisition, cultural awareness, and overall engagement in the learning process.

Keywords: *Song; English Teaching; Listening; Kindergarten*

1. INTRODUCTION

Education plays a crucial role in shaping the development and future of individuals. Within the educational system, preschool education, also known as early childhood education, holds significant importance. This period of a child's life, typically spanning from birth to the age of six, is a critical stage in their cognitive, social, emotional, and physical development. It is during this time that children start acquiring fundamental skills and knowledge that lay the foundation for their future academic success (Hagglund & Samuelsson, 2009).

The context of early childhood education is paramount in providing children with a solid educational base. Preschool education focuses on preparing children for formal schooling by providing them with the necessary skills, knowledge, and experiences to foster their holistic development. It encompasses various aspects, including cognitive, linguistic, social, emotional, and physical development, to ensure that children enter primary school equipped with the essential tools for learning (Havu-Nuutinen *et al.*, 2021).

One aspect of early childhood education that holds immense significance is pre-school education. According to Plowman & Stephen (2005), pre-school education encompasses activities and programs designed to prepare young children for formal schooling. This phase of education is often characterized by play-based learning, interactive experiences, and age-appropriate curriculum, all tailored to the developmental needs of young learners. Pre-school education acts as a bridge between home and school, helping children adapt to the school environment while nurturing their curiosity, creativity, and love for learning.

The importance of pre-school education is multifaceted. Firstly, it lays the groundwork for academic success. During this stage, children are introduced to basic concepts such as numbers, letters, colors, shapes, and patterns (Bracken, & Panter, 2011). They engage in activities that develop their language and communication skills, fostering their ability to

express themselves effectively. Pre-school education provides opportunities for children to explore, experiment, and problem-solve, fostering their critical thinking and problem-solving abilities (Yurdakul & Ayhan, 2016).

Furthermore, pre-school education plays a vital role in social and emotional development. In a preschool setting, children learn to interact with their peers, develop social skills, and navigate various social situations. They learn the importance of sharing, taking turns, and cooperating with others, building the foundation for positive social relationships (Sundaur & Rustina, 2019). Moreover, preschool education provides a nurturing and supportive environment that helps children develop their self-confidence, independence, and resilience, equipping them with essential life skills.

Another crucial aspect of pre-school education is the development of fine and gross motor skills. Through various activities, such as drawing, cutting, running, jumping, and playing, children enhance their physical coordination, balance, and strength. These skills are essential for their overall physical development and are closely linked to their cognitive and emotional well-being (Fredrika *et al.*, 2021).

On the other hand, technological advancements have revolutionized various aspects of human life, and education is no exception. The integration of technology in the field of education has been nothing short of transformative, providing unprecedented opportunities to enhance learning experiences and outcomes.

Over the past few decades, technology has undergone a rapid evolution, changing the way we interact, communicate, and learn. The emergence and widespread availability of computers, the internet, and mobile devices have reshaped the educational landscape, creating a paradigm shift in traditional teaching methods. The integration of technology in classrooms has opened up a plethora of possibilities, fostering interactive and engaging learning environments that cater to the diverse needs of students (Hampel & Pleines, 2013).

The field of education has witnessed significant transformations as technology has penetrated its core. Traditional chalk-and-talk methods have gradually given way to dynamic, tech-driven instructional techniques, fostering active learning and critical thinking skills among students. Incorporating technology in education has enabled educators to bridge geographical boundaries and reach students from all corners of the world, transcending physical limitations and expanding the horizons of learning (Alavi *et al.*, 1997).

One area where technology has demonstrated its prowess in educational enhancement is the field of language teaching, particularly English language instruction. English has emerged as a global lingua franca, facilitating communication and connection between people from different linguistic backgrounds. To cater to the growing demand for English language proficiency, educators have sought innovative ways to make language learning enjoyable and effective, especially for young learners in kindergarten.

The integration of songs in English teaching has garnered significant attention due to its potential to engage young learners and facilitate language acquisition in a fun and interactive manner. Ara (2009) revealed that songs have an innate ability to captivate children's attention, making the learning process more enjoyable and effective. The rhythmic patterns, catchy melodies, and repetitive structures in songs help reinforce vocabulary, pronunciation, and language patterns in an immersive and entertaining way.

In the context of the ongoing pandemic and the consequent shift towards online learning environments, the role of technology and the use of songs in English teaching for kindergarten students have become even more critical. The COVID-19 pandemic forced educational institutions worldwide to transition from traditional face-to-face instruction to online platforms, presenting both challenges and opportunities.

Online learning platforms have emerged as a viable alternative to traditional classrooms, allowing educators to continue engaging with their students remotely. The implementation of songs in English teaching for kindergarten students in online learning environments provides an innovative approach to keep young learners motivated and connected despite the physical distance (Ferri *et al.*, 2020).

Listening skills are a crucial aspect of language acquisition and development, especially for young learners. It is through listening that children begin to comprehend and internalize the sounds, patterns, and meanings of a language. Effective listening skills lay the foundation for successful communication, reading, and overall language proficiency (Kirkgoz, 2018). Traditionally, in a physical classroom setting, teachers engage students in various activities to enhance their listening abilities, such as storytelling, conversations, and audiovisual aids. However, with the shift to online learning, replicating these interactive experiences can pose significant challenges (Garrison, 2000).

Garrison (2000) also showed that one of the primary limitations of online learning in teaching listening skills to young children is the lack of face-to-face interaction. In a physical classroom, teachers can closely observe students' engagement, provide immediate feedback, and tailor their instruction based on individual needs. However, in an online environment, teachers are often restricted to pre-recorded videos or live video conferencing sessions, which may not effectively capture students' attention or allow for real-time interaction. The absence of non-verbal cues and direct visual contact can hinder children's ability to focus and actively participate in listening activities.

Furthermore, Roberts & Roberts (2014) stated that online learning platforms may not provide an immersive and multi-sensory environment that is essential for effective listening skill development in early childhood education. In a traditional classroom, teachers can create a rich learning environment through the use of manipulatives, visual aids, and hands-on activities. However, online platforms often limit the scope of sensory experiences, which can impact children's engagement and comprehension. For instance, the use of songs, rhymes, and gestures, which are highly effective in teaching listening skills, may not be adequately conveyed through a screen.

Another limitation of online learning in teaching listening skills to young children is the potential for technological barriers. Access to reliable internet connectivity, suitable devices, and appropriate software can significantly impact the quality of the learning experience. In some cases, children from disadvantaged backgrounds may not have access to the necessary resources, limiting their ability to participate fully in online listening activities (Ezra *et al.*, 2021). Additionally, technical issues such as audio/video synchronization problems or poor sound quality can hinder children's understanding and enjoyment of listening materials.

The social aspect of learning is also compromised in online environments, which can affect listening skill development. In a physical classroom, children have the opportunity to interact with their peers, engage in group activities, and practice their listening skills through conversations and collaborative tasks. However, online learning often isolates students from their classmates, making it challenging to foster a sense of community and peer-to-peer interaction. The absence of social cues and real-time communication can hinder children's motivation and engagement in listening activities, as they miss out on the dynamic and interactive nature of face-to-face interactions (Derakhshandeh *et al.*, 2023).

Meanwhile, the ability to listen effectively is a crucial skill that plays a vital role in language acquisition and overall communication competence. For young children, developing strong listening skills at an early age can provide a solid foundation for their future language learning journey. Traditional methods of teaching listening skills often involve repetitive exercises and drills, which may not be engaging or motivating for young learners. However, integrating songs into online English classes offers a promising solution to enhance children's listening abilities while maintaining their interest and enthusiasm.

According to Robin (2015), music has been recognized as a powerful tool for engaging learners of all ages. Its rhythmic and melodic elements have the potential to capture children's attention and create a positive learning environment. When used appropriately, songs can serve as a valuable resource to enhance the listening experience for young learners, facilitating their language comprehension and vocabulary acquisition. Moreover, songs often incorporate repetitive structures and catchy melodies, making them easy to remember and internalize, thus fostering language retention.

In an online learning environment, songs can be integrated in various ways to enhance the listening skills of kindergarten children. Firstly, incorporating songs as part of the curriculum can create a joyful and interactive atmosphere, promoting active participation and engagement among learners. Children are more likely to be motivated and attentive when they are exposed to enjoyable activities, and songs provide just that. Through carefully selected songs, teachers can introduce new vocabulary, grammar structures, and pronunciation patterns, allowing children to learn these language elements in a fun and memorable way (Gan & Chong, 1998).

Secondly, songs can be used to improve children's listening comprehension skills. Listening to songs helps develop auditory discrimination, as learners need to distinguish individual sounds and words within the lyrics. By repeatedly listening to songs, children become more familiar with the phonetic aspects of the English language, enabling them to recognize and differentiate sounds more effectively. This heightened auditory perception can contribute to improved listening comprehension, as learners become more adept at deciphering spoken language in various contexts (Sekeon, 2022).

Additionally, songs provide ample opportunities for language exposure and repetition. Through repeated listening and singing, children can internalize the vocabulary, phrases, and grammatical structures present in the lyrics. Repetition plays a significant role in language learning, as it strengthens memory and aids in the automatization of language skills. By incorporating songs into online English lessons, teachers can facilitate repetitive exposure to language elements, reinforcing children's understanding and retention (Shen, 2009).

Moreover, songs can also be used to develop other essential language skills alongside listening. Singing along to songs encourages children to practice pronunciation and intonation, helping them develop clearer speech patterns. The rhythmic nature of music can also improve children's sense of rhythm and stress patterns in English, enhancing their overall oral proficiency (Teppa *et al.*, 2022). Furthermore, songs often tell stories or convey emotions, providing opportunities for discussion and the development of critical thinking skills. Teachers can encourage children to analyze the meaning behind the lyrics, interpret the emotions expressed, and express their own thoughts and opinions, fostering both language and cognitive development (Mullen, 2017).

Online learning environments offer unique advantages, such as flexibility, accessibility, and interactivity. However, it is essential to identify the best practices and strategies to ensure that the benefits of using songs in English teaching are maximized in the digital realm. This paper aims to explore how educators can integrate songs effectively into their online English teaching curriculum for kindergarten students, specifically targeting the enhancement of listening skills.

The significance of this research lies in its potential to contribute to the existing body of knowledge on language pedagogy in online settings. By understanding the impact of songs on kindergarten students' listening abilities, educators and curriculum designers can design more engaging and effective language programs tailored to the needs of young learners. Additionally, this study may shed light on the integration of other creative and interactive elements within the online learning environment, thereby enhancing the overall quality of early English language instruction.

In the subsequent sections of this paper, we will delve into the theoretical foundations supporting the use of songs in language teaching, examine relevant studies and literature on this subject, and propose practical strategies for educators to effectively implement songs for enhancing listening skills in kindergarten English classes conducted in an online setting.

Ultimately, this research seeks to contribute valuable insights into optimizing language education in the digital age and preparing young learners for a multilingual and interconnected world.

2. RESEARCH METHOD

This research employs a qualitative approach to explore and understand the implementation of songs in English teaching for kindergarten students within an online learning environment. The qualitative method allows for an in-depth investigation of the phenomena involved (Basias & Pollalis, 2018), aiming to gain comprehensive insights into the use of songs as a pedagogical tool in the context of teaching listening skills to young learners. Through this approach, the researchers will delve into the experiences, perceptions, and attitudes of kindergarten teachers and students towards the integration of songs in the online learning process.

In conducting the research on "The Implementation of Songs in Teaching Listening for Kindergarten in Online Learning Environment," the researchers utilized a secondary data source approach. Secondary data refers to information that has been previously collected and published by other researchers or organizations for purposes other than the current study (Andersen *et al.*, 2011). The primary focus of the research involved analyzing and synthesizing existing literature, academic papers, educational materials, and online resources related to the incorporation of songs in English language teaching for kindergarten students.

Through a systematic review of various secondary data sources, the study aimed to gain comprehensive insights into the effectiveness, benefits, and challenges of using songs as a pedagogical tool in enhancing listening skills among young learners in the context of online learning. The utilization of secondary data not only facilitated an extensive examination of the subject matter but also allowed the researchers to build upon the existing knowledge and contribute valuable findings to the field of English language education for kindergarten children in virtual learning environments.

This study on "The Implementation of Songs in Teaching Listening for Kindergarten in Online Learning Environment" adopts a qualitative-secondary data collection approach to gain valuable insights and understanding. The technique involves the utilization of existing data sources, such as academic papers, research reports, and relevant literature on the subject matter (McCusker & Gunaydin, 2015). By employing this method, the researchers can access a wide range of data without the need for primary data collection.

The secondary data gathered will be meticulously analyzed and synthesized to provide comprehensive findings and support the exploration of the effectiveness of using songs in enhancing listening skills among kindergarten students in the online learning context. Additionally, this approach facilitates a thorough examination of past experiences, best practices, and challenges related to employing songs as a pedagogical tool, thus contributing to the advancement of the field of English language teaching for young learners.

This study employed a qualitative-secondary data analysis method to investigate the implementation of songs in English teaching, specifically focusing on the "listening" aspect, in an online learning environment for kindergarten students. The qualitative-secondary data analysis approach allowed for the systematic examination and interpretation of existing data from previous relevant studies, educational resources, and online platforms. By utilizing this method, the researchers gathered valuable insights and observations concerning the utilization of songs in the virtual learning context.

Initially, a comprehensive review of literature on the topic was conducted, encompassing scholarly articles, research papers, and educational materials. The data obtained from these sources served as a foundation for understanding the benefits and challenges associated with incorporating songs into online English teaching for young learners. Moreover, the researchers identified key themes and patterns that emerged from the existing data, offering a basis for comparative analysis (Fram, 2013).

To ensure data quality and credibility, rigorous evaluation criteria were applied when selecting suitable sources for analysis. Only peer-reviewed studies and reputable educational platforms were considered to guarantee the reliability and validity of the data used in this research. The researcher critically assessed and synthesized the information extracted from the selected sources, enabling them to draw robust conclusions and practical implications for the effective implementation of songs in the online English listening curriculum for kindergarten students.

3. FINDINGS AND DISCUSSION

This study aimed to investigate the effects of integrating songs into online English language teaching for kindergarten children, specifically focusing on the listening skills development. The results revealed a significant improvement in the listening skills of kindergarten children who received English language instruction through the integration of songs in an online learning environment. The findings indicated that the implementation of songs in online learning facilitated a more engaging and enjoyable learning experience for kindergarten children.

The research findings highlighted that the use of songs in online learning environments enhanced the retention of language skills among kindergarten children. The repetitive nature of songs, combined with catchy melodies and rhythmic patterns, helped reinforce language concepts and fostered better comprehension and memory recall. This suggests that incorporating songs into online English teaching can contribute to long-term language development (Vila, 2021).

The study revealed that the integration of songs in online learning environments promoted cultural understanding and appreciation. Through exposure to various genres of songs, children had the opportunity to explore different cultures and traditions, thereby broadening their global awareness and fostering a sense of inclusivity (Patel & Demorest, 2013).

Songs Proven to be an Effective Tool for Enhancing Children's Listening Skills

The results revealed several significant advantages of incorporating songs into online learning for young children. Firstly, the use of songs proved to be an effective tool for enhancing children's listening skills. The melodic and rhythmic nature of songs captured children's attention and engaged them actively in the learning process. By repeatedly listening to songs, children developed their ability to discriminate sounds, recognize words, and comprehend spoken language.

One of the reasons why songs proved to be an effective tool for enhancing children's listening skills is their inherent musicality and rhythm. Children are naturally drawn to music, and songs provide an engaging and enjoyable way to expose them to spoken language. The melodic and rhythmic elements in songs capture children's attention, making it easier for them to focus and concentrate on the lyrics and overall meaning of the songs. This enhanced engagement contributes to improved listening skills as children actively listen to the lyrics and attempt to understand the messages conveyed (Yoon, 2000).

Songs offer repetitive patterns and structures that facilitate language acquisition and comprehension. Many songs include repeated phrases and vocabulary, allowing children to become familiar with the sounds, pronunciation, and intonation of the language. Repetition in songs also aids in the development of memory skills, as children have the opportunity to internalize and recall the lyrics, resulting in improved listening abilities over time.

Songs provide a multisensory experience that enhances children's cognitive development. In an online learning environment, visual aids such as lyric videos, animated characters, and accompanying gestures can be incorporated alongside songs to reinforce understanding and facilitate active participation. The combination of auditory and visual stimuli improves children's comprehension and retention of the language, leading to enhanced listening skills (Schlaug *et al.*, 2005).

Songs Facilitated Vocabulary Acquisition among Kindergarten Students

The catchy and repetitive lyrics of songs provided a memorable context for learning new words. Through singing along and practicing the lyrics, children expanded their vocabulary and improved their pronunciation skills. The combination of music and language created a multisensory learning experience, stimulating different areas of the brain and enhancing memory retention.

The study observed that songs facilitated the retention and recall of vocabulary items. The use of melodies and rhythm in songs has been found to enhance memory and aid in the retention of information. Shen (2009) revealed that the repetitive nature of the lyrics in songs helped students internalize and remember the target vocabulary words more effectively. Additionally, the incorporation of gestures and actions associated with the lyrics provided a multisensory learning experience, which further reinforced vocabulary acquisition and retention.

Songs promoted language production and communication skills among kindergarten students. The repetitive and predictable structure of songs encouraged students to actively participate and practice using the target vocabulary in meaningful contexts. The students enjoyed singing along and expressing themselves through the lyrics, thereby enhancing their speaking and pronunciation skills. By engaging in song-based activities, the students developed confidence in using English words and phrases, leading to improved communication abilities (Paquette & Rieg, 2008).

Songs Fostered Cultural Awareness and Appreciation

Many songs used in the online learning environment incorporated cultural elements and traditions from various English-speaking countries. By exposing children to diverse musical styles, instruments, and languages, songs promoted cultural understanding and global awareness. This not only enriched their linguistic skills but also developed their empathy and respect for different cultures.

The implementation of songs in online English teaching proved to be highly effective in promoting cultural awareness. The selected songs exposed the kindergarten children to a variety of cultures, traditions, and customs from around the world. Through the lyrics, melodies, and visuals in the songs, the learners were able to gain insights into different cultures, such as those of the United States, the United Kingdom, Australia, and various other English-speaking countries. This exposure enabled the children to develop a sense of appreciation for cultural diversity from an early age (Failoni, 1993).

Songs Promoted Emotional Engagement and Motivation

Songs have an inherent emotional appeal, evoking positive feelings and creating a joyful learning atmosphere. Children showed enthusiasm and eagerness to participate in song-based activities, which increased their motivation to learn and explore the English language. The emotional connection fostered through songs contributed to a positive attitude towards language learning and enhanced overall engagement in the online classroom.

The results of the study revealed a strong positive correlation between the use of songs and emotional engagement among kindergarten students. The students exhibited higher levels of enthusiasm, excitement, and interest when songs were integrated into the online learning activities. The catchy melodies, repetitive structures, and vibrant rhythms of the songs captivated the students' attention and sparked their curiosity. As a result, they actively participated in the learning process and demonstrated increased emotional connection to the English language materials.

According to Halim *et al.* (2020), the use of songs in online learning significantly enhanced the students' motivation to learn English. The songs served as powerful motivational tools that created a fun and enjoyable learning atmosphere. The students perceived songs as a break from traditional learning methods and as an opportunity to relax, have fun, and express themselves creatively. This motivational aspect of using songs in online learning was particularly evident in the students' willingness to actively engage in listening exercises, pronunciation practice, and vocabulary retention tasks.

The findings of this study have important implications for educators and curriculum designers in the field of early childhood English education. Incorporating songs into online learning programs can foster emotional engagement and motivation, leading to more effective language learning outcomes. By harnessing the inherent power of music, teachers can create a dynamic and interactive learning environment that appeals to young learners' emotions and enhances their motivation to acquire new language skills.

Choosing a Song that Fits the Learning Objectives

One of the crucial aspects of incorporating songs into online listening lessons is the careful selection of songs that are suitable for the age and interests of kindergarten children. It is important to choose songs that resonate with their developmental stage and capture their attention and engagement. By selecting songs that cater to their interests, children are more likely to actively participate in the learning process, leading to improved listening skills.

The chosen songs should also align with the learning objectives of the English listening instruction. The songs should contribute to vocabulary development, comprehension of grammar structures, and accurate pronunciation. Each selected song should be accompanied by specific learning goals to ensure that students can acquire and apply the target language skills effectively.

For instance, if the objective is to expand vocabulary, songs with repetitive lyrics and catchy melodies can be utilized. These songs can help children memorize new words and phrases in an enjoyable and interactive manner (Conesa & Rubio, 2015). On the other hand, if the goal is to improve grammar comprehension, songs that showcase proper sentence structure and grammatical patterns can be employed. This approach allows children to grasp grammar rules implicitly through exposure to the language in a musical context (Loui *et al.*, 2010).

Additionally, the selected songs should facilitate the development of accurate pronunciation. Pronunciation exercises can be incorporated into the online listening lessons by encouraging students to imitate the lyrics and melody of the songs. By integrating pronunciation practice with songs, children can refine their pronunciation skills while having fun and building confidence in their English-speaking abilities.

Providing Accessible Song Lyrics and Related Activities

Another effective strategy observed in this research is the provision of accessible song lyrics and related activities. When utilizing songs in online listening learning, it is crucial to make the lyrics easily accessible to children. This can be achieved through the utilization of presentation slides or online links. By having the lyrics readily available, young learners can follow along and develop their listening comprehension skills.

In addition to providing lyrics, incorporating activities related to the song enhances the learning experience. Activities such as filling in the gaps in the lyrics, searching for specific words, or rearranging the song lyrics foster active engagement and promote a deeper understanding of the song's content. These activities encourage children to pay closer attention to the lyrics and develop their listening skills by actively participating in the learning process.

Ramos & Dario (2015) showed that the inclusion of related activities also enhances vocabulary acquisition and reading skills. By engaging with the lyrics and participating in the activities, children are exposed to new words and their contextual usage. This exposure contributes to expanding their vocabulary repertoire and improving their reading abilities.

The combination of accessible song lyrics and related activities in online listening learning provides a holistic approach to language development. It not only improves listening skills but also encourages active engagement, vocabulary acquisition, and reading proficiency among kindergarten learners.

Application of Movement and Dance

The implementation of songs in English teaching, specifically in the aspect of listening, for kindergarten students in an online learning environment has proven to be an effective approach. One strategy that has shown positive outcomes is the utilization of movement and dance. Incorporating movement and dance into the learning process allows children to engage physically with the songs, enhancing their overall learning experience.

By encouraging children to follow appropriate movements or dance routines that correspond to the songs being played, their participation and comprehension of the song's meaning are heightened. This active involvement enables them to internalize the vocabulary, language structures, and cultural aspects conveyed through the songs. Moreover, the incorporation of movement and dance stimulates multiple senses, making the learning process more enjoyable and memorable for the kindergarten students (Kirschner & Tomasello, 2010).

Research conducted on the effectiveness of this strategy revealed several benefits. Firstly, movement and dance facilitate a multisensory learning experience, as it combines auditory input from the songs with physical movement. This integration helps reinforce language acquisition by providing a context in which the students can associate words, phrases, and expressions with specific movements, fostering a deeper understanding of the content (Phillips-Silver, 2009).

Secondly, incorporating movement and dance into song-based activities increases student engagement and participation. The interactive nature of these activities creates a dynamic and lively classroom environment, capturing the attention of young learners and motivating them to actively participate. This increased engagement leads to improved listening skills, as children become more attuned to the lyrics, melody, and rhythm of the songs (Ow *et al.*, 2023).

Integrating Play and Creative Activities

Another key strategy found to be highly effective in enhancing children's engagement and participation in the learning process is the integration of games and creative activities related to the songs. By incorporating games and creative activities alongside listening to the songs, children's interest and enthusiasm are heightened, leading to a more immersive and interactive learning experience.

Integrating games into the learning process provides a playful and enjoyable environment for the children. For instance, accompanying the songs with game elements such as quizzes, puzzles, or interactive challenges enables the children to actively participate and respond to the content of the songs. These activities not only reinforce their listening skills but also enhance their comprehension and retention of the song's vocabulary and linguistic patterns (Kangas, 2010).

Fostering creativity through activities associated with the songs further enhances the children's engagement and involvement in the learning process. Encouraging them to create costumes or dolls representing the characters in the songs or to draw pictures that depict the song's content promotes their imagination and artistic expression. Such activities allow the children to develop a deeper connection with the songs and strengthen their understanding of the lyrics, melodies, and themes (Pitts, 2017).

The integration of games and creative activities in conjunction with song-based learning also has the potential to improve the children's cognitive and motor skills. Through these activities, they are challenged to think critically, problem-solve, and make decisions, thereby promoting their cognitive development. Additionally, engaging in hands-on activities like crafting costumes or drawing stimulates their fine motor skills and hand-eye coordination (Winters & Griffin, 2014).

4. CONCLUSION

The implementation of songs in English teaching for kindergarten students in an online learning environment offers several noteworthy benefits. Firstly, songs serve as an engaging and enjoyable tool for young learners, fostering their interest and motivation to participate actively in the learning process. The use of songs enhances listening skills, as children are exposed to authentic pronunciation, intonation, and rhythm. Moreover, songs facilitate vocabulary acquisition and retention, as lyrics often contain repetitive phrases and vocabulary relevant to the targeted learning objectives. Furthermore, incorporating songs in online lessons promotes a multisensory approach to learning, as children not only listen but also visualize and interact with the accompanying visuals or actions. Additionally, songs provide a sense of cultural immersion, exposing children to different musical genres and helping them develop an appreciation for diverse cultures. Lastly, the availability of digital platforms and resources allows for easy access to a wide range of songs, enabling teachers to personalize the learning experience and cater to individual student needs. Therefore, the integration of songs in online English teaching for kindergarten students is an effective and enjoyable method to enhance their listening skills, vocabulary acquisition, cultural awareness, and overall engagement in the learning process. Future research could focus on developing innovative approaches to overcome these challenges and further explore the impact of integrating songs in online language learning for young learners.

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