




Application of Singing Activities to Stimulate Children's Vocabulary Acquisition

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Abstract

This study was motivated by ability acquisition children's vocabulary in age 4–5 years is somewhat low, so that will impact negative in communicate with the surrounding environment. This research conducted to see children's vocabulary acquisition at Kurnia Putra Kindergarten. This study this study used action class action research approach. Subject in study this that is child K1 (or TK A) which consists of 16 children. method data collection used is observation participatory. Data analysis techniques using statistics descriptive. Research results this is activity sing could stimulate acquisition children's vocabulary age early at Kurnia Putra Kindergarten. The thing could be seen from acquisition child's vocabulary in cycle I first day average category not enough as much as 87.5% and on the second day no there is category less. Cycle II days first average category not enough as much as 75% and on the second day already no there is category less. This also happened in the other 3 cycles.

Kata kunci

Singing, vocabulary acquisition, early age child

Abstrak

This study was motivated by ability acquisition children's vocabulary in age 4–5 years is somewhat low, so that will impact negative in communicate with the surrounding environment. This research conducted to see children's vocabulary acquisition at Kurnia Putra Kindergarten. This study this study used action class action research approach. Subject in study this that is child K1 (or TK A) which consists of 16 children. method data collection used is observation participatory. Data analysis techniques using statistics descriptive. Research results this is activity sing could stimulate acquisition children's vocabulary age early

at Kurnia Putra Kindergarten. The thing could be seen from acquisition child's vocabulary in cycle I first day average category not enough as much as 87.5% and on the second day no there is category less. Cycle II days first average category not enough as much as 75% and on the second day already no there is category less. This also happened in the other 3 cycles.

A. Introduction

Child experiencing period gold (*golden age*) and period sensitive occurs at the age of 0-6 years where child want develop optimally throughout aspect progress good development behavior or language, cognitive, physical motor, art, social-emotional, moral religion and language which are very important aspect to be developed. Language development involved the ability of child in giving reaction to voice, talk politely and obedient rule (Soetjningsih, 2008). Languages include whole form communication with words, written, face expression, body gesture, pantonym or art (Usman, 2015).

Development language is one of important aspect for noticed by the environment good in family, school and society. That thing because language is supplies base for child could communicate with environment (Sari, 2019). The language ability develop in accordance with rate development every child including ability think. Understand stages development every child could help our for recognize what's important in development language oral and written skills language including listening, speaking, reading and writing. Language is a symbol sounds used by members group social for communicate, work, and identify self.

Language is formed from rules and patterns that are not can violated so that no cause interruption at the moment communication currently happen. Patterns and rules formed includes form, sound, and sentence structure. This thing because so that communication that takes place walk with flow and clearly. The communicant and communicator must capable dominate pattern language with good language process, so that it will be easy to understand when expression from delivered vocabulary clear. Use and selection vocabulary very take effect when communicate (Wati, 2018).

Growth and development language can could seen through how much big child dominate word as well as story and get say something event. Children aged 4-5 years on average can use 2050 different vocabulary. Ability children's vocabulary shown through activity child when play with words, child already could submit question by sustainable and capable understand the meaning of every word, the child too has could dominate poetry songs simple (Rosmiyati, 2017). Use and selection very vocabulary take effect when communicate (Wati, 2018).

Children need method for get vocabulary. According to dance (Hashilah, 2019) There are 2 methods that can worn by children for learn vocabulary, including (1) listening words from parents, people who are more old, television or radio, friends play/peer, place play, and place shopping/store, (2) via experience child that alone like, child said about objects, they kiss, child consume it, and drink it. Experience child that alone

as well as existing models will limit mastery child vocabulary. The more vocabulary owned by somebody so the more skilled in speak. That thing caused by quality skills and quantity vocabulary he has. Ability language in normal children aged 18 months could say 50 words, 2 years old mastered 200 words, 3 years old has 900 words, stepping on 4 years old to 1500 words, 5-6 years old vocabulary child increase to 2500 words (Santrock, 2007).

Mastery level children's vocabulary could influenced by factors (1) health, (2) intelligence, (3) social status economy family, (4) kind gender, (5) bond family, (6) willingness, (7) many motivation for communicate, (8) size of family, (9) birth order, (10) ordinance practice child, (11) Birth twins, (12) bond with peers, as well as (13) characters (Usman, 2015) Mastery vocabulary can increase if stimulated with various fun activities, one of them is sing.

Jamalus (Fauziddin, 2014) stated that singing is an activity where our voice with rhythmic as well as order, ok with accompaniment music or without accompaniment music. Speaking is different with singing because singing needs special method, and vice versa speak no need method and singing is embodiment expression somebody through the tones that have been designed so that sounds.

Activity sing have benefit for child, namely (1) material learning could fast absorbed by the child, (2) trust self the more increase, (3) add ability language (enrich vocabulary), (4) train motor ability, and (5) Build intelligence emotion (Suasthi, 2020). Singing activity can held every time, at the beginning learning, or during learning, or at the end learning which are not limited by time. Singing brings up fun atmosphere and encouraging learning. Children become spirited, so their language could be developed. Stimulate development child in interact with environment surrounding could conducted with implement activity sing in the learning process.

Activity sing to children age appropriate early could add vocabulary and fluency child in say the words. Sing is considered easy to use convey information on children, because fun activity as a result child easier remember the information contained in song that because song certain just have melody, tempo, rhythm, and verse. That's what will help child remember as well as dominate contents song with easy.

During the learning process at school sing have very important role according to (Ni'mah, 2017) that is, (1) with simple sentences or short, child try knowing what's inside his/her mind. Sentence that covers one or two words, (2) child will could master the meaning of new language vocabulary know with vocabulary that is heard and taught to child, (3) child could communicate with good in the environment through new vocabulary he knows, (4) vocabulary is supplies child so that write and read To use enter level school next that is 1st grade.

Sing have advantages, including (1) adding or enrich source study for teachers and children, (2) become motivation for teachers so that teacher creativity in maximize the surrounding area for become a learning media the more increase, (3) create method fun and interesting learning could increase teacher creativity, (4) material learning delivered will more concrete as well as attractive, (5) able stimulate ability reasoning, development

power thought, creation, imagination, creativity, development language, (6) help child for increase skills and knowledge new based on things that have been know and want is known child, (7) singing must prepare possible plans investigated by each children, (8) current themes, materials, and activities in progress could packed with singing, (9) children will use all his thoughts and creativity because child involved active inside activities, (10) able teachers give opportunities for children for describe what already is known child who can impact on increasing independence and trust (Musbikin, 2007).

Sing of course just have deficiency in implementation, moreover without followed with other methods. Disadvantages the (Musbikin, 2007) among others, (1) goals learning you want achieved a little limited, (2) only develop intelligence music only, (3) difficult used in class big, (4) result will not enough maximum in children who do not like sing or child quiet, (5) crowded atmosphere.

Teacher should apply learning vocabulary with singing technique. A number of necessary thing noticed in choosing appropriate theme song with age child and the song must not too long for children easy follow and remember. Teachers can also change lyrics in song that is customized with material you want be delivered to child so that could increase creativity of the teacher.

Results of observations and interviews beginning to the class teacher show that development language child in Thing level mastery vocabulary yet developing. From 16 children group A observed by researchers show development language whole the children in Kurnia Putra Kindergarten group A have not yet stimulated much. The amount of vocabulary still in BB category (undeveloped). Children have difficulties in mention the word. However after apply activity sing in every learning, their vocabulary acquisition show improvement. In accordance with problems that occur, researchers want see from the observations at Kurnia Putra Kindergarten and look deeper about application activity sing for stimulate vocabulary acquisition in children group A, so that parents or educator capable give proper stimulation and environment for child.

B. Methods

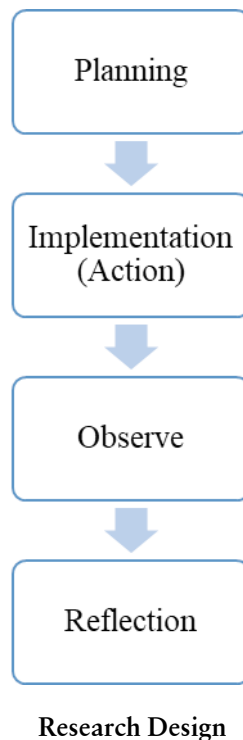
Study this is study action class. Study action class is something observation to activity study in the form of a action, intentional arise and happen in a class by together (Mu'alimin & Cahyadi, 2014). The place chosen by the researcher for taken the data is at Kurnia Putra Kindergarten, Kelurahan Sirnobojo Subdistrict Benjeng Gresik Regency. Subject in study this that is child group A which consists of 16 children. Method data collection used is observation participatory. Observation participatory that is researcher involved direct in activity everyday that will observe or used as research data sources. With observation participatory this, then the data obtained will more strong, and up know at the level meaning from every visible behavior (Sugiyono, 2007).

There are 2 types of data in study, namely (1) Primary data. Primary data is data created by researchers for meaning special complete current problem_handled it. Data collected by the researcher direct from source first or the place object study done. In

Thing this is child group A, which consists of 16 children, (2) Secondary data. Secondary data that is, data that has been collected for meaning besides complete current problem_faced. This data could found with fast. In study this is what becomes secondary data source is literature, articles, and journal. Study this in progress for 10 days start March 7–17, 2022.

After researcher get data, step next is analyze the data. Data analysis is the process of finding and compiling data by systematic data obtained from results interview, notes field and documentation, with method organize data to in category, describe to in units, do synthesis, compose to in pattern, choosing what is important and what will be learn, and make conclusion so that easy understood by self alone nor other people. The analytical technique used are descriptive statistics.

There are four steps in the design cycle. It is include of planning, implementation, observation and reflection. Cycle conducted over and over again continuously so that researched problem could solved or overcome. As for the design in study this can be seen in the image below this:



C. Results and Discussion

Based on results observations obtained_go through observation participatory carried out writer at Kurnia Putra Kindergarten via qualitative data analysis divided descriptive_to in 5 cycles. At stage implementation cycle 1 running together with Step implementation study application activity sing for stimulate vocabulary acquisition's vocabulary age early. Implementation activity learning at Kurnia Putra Kindergarten begins at 07.00 WIB starting with (1) Teacher invites child for the front row class, sign in class, praying, attendance,

greeting and singing with using audiovisual media; (2) In the core activity, the teacher explains themes and some material; (3) The teacher explains activities that will done by children and give opportunity to child for ask if feel not enough clear; (4) after the teacher explains activity day this, son return to each table for doing activities given by the teacher; (5) after child doing activity that, child allowed rest for 30 minutes; (6) on activities cover teacher doing *recall* activity day this to child and then pray.

On cycle I have 2 lyrics with the same melody sung by the child and the theme myself. Teacher invites child for sing together. Next, the teacher gives opportunity to child for sing song ahead class. After singing the teacher asked to child about the material inside song. Based on observation researcher obtained results vocabulary acquisition's vocabulary in cycle 1 contained in the table below.

| No. | Name | Aspects Observed | | Amount |
|-----|------|---------------------------------|--------------------------|--------|
| | | Theme Myself (Polite polite) | Theme Myself (Health) | |
| 1 | FT | 1 | 2 | 3 |
| 2 | GI | 2 | 2 | 4 |
| 3 | RA | 1 | 1 | 2 |
| 4 | SI | 2 | 1 | 3 |
| 5 | IN | 1 | 1 | 2 |
| 6 | SF | 2 | 1 | 3 |
| 7 | AL | 1 | 1 | 2 |
| 8 | AM | 1 | 2 | 3 |
| 9 | TO | 1 | 1 | 2 |
| 10 | KA | 2 | 1 | 3 |
| 11 | SH | 2 | 2 | 4 |
| 12 | NA | 2 | 1 | 3 |
| 13 | DE | 1 | 2 | 3 |
| 14 | MA | 1 | 2 | 3 |
| 15 | DEN | 1 | 1 | 2 |
| 16 | FR | 1 | 1 | 2 |

Table 1 Observation Results Application Activity Sing for Stimulate Vocabulary Acquisition in Cycle I

Information score earned_child:

- 1 : BB (undeveloped)
- 2 : MB (start developing)
- 3 : BSH (develop as expected)
- 4 : BSB (evolving very well)

Information amount score earned child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 1 above, then frequency data is obtained which can be in Table 2 below this:

Table 2 Treasury Early Childhood Vocabulary in Cycle I First Day

| Score | Child | Category |
|-------|-------|------------|
| 2-3 | 14 | Not enough |
| 4-5 | 2 | Enough |
| 6-7 | 0 | Well |
| 8 | 0 | Very well |

In accordance with the table above, then could seen in the cycle I first day there are 87.5% ability vocabulary acquisition's vocabulary is at in category less and 12.5% ability vocabulary acquisition's vocabulary is at in category enough. In cycle I first day researcher expecting 75% (12 children from amount a total of 16 children) are in category good however it is not achieved yet.

The results obtained in the first cycle first day not yet show existence expected success so that researcher need doing repetition of the second day Activity learning conducted with (1) Teacher invites child for the front row class, sign in class, praying, attendance, greeting and singing with using audiovisual media; (2) In the core activity, the teacher explains themes and some material; (3) The teacher explains activities that will done by children and give opportunity to child for ask if feel not enough clear; (4) after the teacher explains activity day this, son return to each table for doing activities given by the teacher; (5) after child doing activity that, child allowed rest for 30 minutes; (6) on activities cover teacher doing *recall* activity day this to child as well as ask child for explain return contents from song that has sung child then closed with pray. Below is the result of vocabulary acquisition cycle I day two;

Table 3 Observation Results Activity Sing for Stimulate Vocabulary Acquisition in Cycle I, Day Two

| No. | Name | Aspects Observed | | Amount |
|-----|------|------------------------------|-----------------------|--------|
| | | Theme Myself (Polite polite) | Theme Myself (Health) | |
| 1 | FT | 4 | 3 | 7 |
| 2 | GB | 4 | 4 | 8 |
| 3 | RA | 3 | 2 | 5 |
| 4 | SI | 4 | 4 | 8 |
| 5 | IN | 3 | 4 | 7 |
| 6 | SF | 4 | 4 | 8 |
| 7 | AL | 3 | 2 | 5 |
| 8 | AM | 4 | 4 | 8 |
| 9 | TO | 3 | 3 | 6 |
| 10 | KA | 3 | 2 | 5 |
| 11 | SH | 4 | 2 | 6 |
| 12 | NA | 4 | 2 | 6 |
| 13 | DE | 4 | 4 | 8 |
| 14 | MA | 3 | 4 | 7 |
| 15 | DEN | 3 | 2 | 5 |
| 16 | FR | 2 | 3 | 5 |

Information score earned_child:

- 1 : BB (undeveloped)
- 2 : MB (start developing)
- 3 : BSH (develop as expected)
- 4 : BSB (evolving very well)

Information amount score earned_child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 3 above, then frequency data is obtained which can be in Table 4 below this:

Table 4 Treasury Early Childhood Vocabulary in Cycle I, Day Two

| Score | Child | Category |
|-------|-------|------------|
| 2-3 | 0 | Not enough |
| 4-5 | 5 | Enough |
| 6-7 | 6 | Well |
| 8 | 5 | Very well |

In accordance with the table above, then could seen in the cycle I second day there are 31.25% ability vocabulary acquisition's vocabulary is at in category enough, 37.5% ability vocabulary acquisition's vocabulary is at in category good and 31.25% ability vocabulary acquisition's vocabulary is at in category very good. This thing show that after did repetition song vocabulary acquisition's vocabulary experience increase.

After cycle I shows existence increase, then researcher continue to cycle II carried out for 2 days however lyrics used_different with the same melody. In this second cycle there are 2 lyrics song used. Activity start of (1) Teacher invites child for the front row class, sign in class, praying, attendance, greeting and singing with using audiovisual media; (2) In the core activity, the teacher explains themes and some material; (3) The teacher explains activities that will done by children and give opportunity to child for ask if feel not enough clear; (4) after the teacher explains activity day this, son return to each table for doing activities given by the teacher; (5) after child doing activity that, child allowed rest for 30 minutes; (6) on activities cover teacher doing *recall* activity day this to child then closed with pray. Following is the results obtained in the second cycle first day:

Table 5 Observation Results Activity Sing for Stimulate Vocabulary Acquisition Cycle II First Day

| No. | Name | Aspects Observed | | Amount |
|-----|------|---------------------------|--------|--------|
| | | Environment (Cleanliness) | Animal | |
| 1 | FT | 2 | 1 | 3 |
| 2 | GB | 2 | 2 | 4 |
| 3 | RA | 1 | 1 | 2 |

| | | | | |
|----|-----|---|---|---|
| 4 | SI | 1 | 1 | 2 |
| 5 | IN | 2 | 3 | 5 |
| 6 | SF | 2 | 2 | 4 |
| 7 | AL | 1 | 1 | 2 |
| 8 | AM | 2 | 1 | 3 |
| 9 | TO | 1 | 2 | 3 |
| 10 | KA | 1 | 2 | 3 |
| 11 | SH | 2 | 2 | 4 |
| 12 | NA | 1 | 1 | 2 |
| 13 | DE | 1 | 2 | 3 |
| 14 | MA | 2 | 1 | 3 |
| 15 | DEN | 1 | 1 | 2 |
| 16 | FR | 1 | 1 | 2 |

Information score earned child:

- 1 : BB (undeveloped)
- 2 : MB (start developing)
- 3 : BSH (develop as expected)
- 4 : BSB (evolving very well)

Information amount score earned child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 5 above, then frequency data is obtained which can be in Table 6 below this:

Table 6 Treasury Early Childhood Vocabulary in Cycle II First Day

| Score | Child | Category |
|-------|-------|------------|
| 2-3 | 12 | Not enough |
| 4-5 | 4 | Enough |
| 6-7 | 0 | Well |
| 8 | 0 | Very well |

In accordance with the table above then could seen in the cycle I second day there is 75% ability vocabulary acquisition's vocabulary is at in category less and 25% ability vocabulary acquisition's vocabulary is at in category enough. In cycle II first day researcher expecting 75% (12 children from amount a total of 16 children) are in category good however no achieved.

The results obtained in the second cycle first day not yet show existence expected success so that researcher need doing repetition on the second day. Data obtained from cycle II second day namely:

Table 7 Observation Results Activity Sing for Stimulate Vocabulary Acquisition Cycle II Day Two

| No. | Name | Aspects Observed | | Amount |
|-----|------|---------------------------|--------|--------|
| | | Environment (Cleanliness) | Animal | |
| 1 | FT | 4 | 3 | 7 |
| 2 | GB | 4 | 4 | 8 |
| 3 | RA | 3 | 3 | 6 |
| 4 | SI | 3 | 2 | 5 |
| 5 | IN | 4 | 4 | 8 |
| 6 | SF | 3 | 4 | 7 |
| 7 | AL | 3 | 3 | 6 |
| 8 | AM | 4 | 4 | 8 |
| 9 | TO | 3 | 3 | 6 |
| 10 | KA | 2 | 3 | 5 |
| 11 | SH | 4 | 4 | 8 |
| 12 | NA | 3 | 3 | 6 |
| 13 | DE | 2 | 4 | 6 |
| 14 | MA | 4 | 4 | 8 |
| 15 | DEN | 2 | 3 | 5 |
| 16 | FR | 3 | 2 | 5 |

Information score earned_child:

- 1 : BB (undeveloped)
- 2 : MB (start developing)
- 3 : BSH (develop as expected)
- 4 : BSB (evolving very well)

Information amount score earned_child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 5 above, then frequency data is obtained which can be in Table 8 below this:

Table 8 Treasury Early Childhood Vocabulary in Cycle II Day Two

| Score | Child | Category |
|-------|-------|------------|
| 2-3 | 0 | Not enough |
| 4-5 | 4 | Enough |
| 6-7 | 7 | Well |
| 8 | 5 | Very well |

In accordance with the table above, then could seen in cycle II second day there is 25% ability vocabulary acquisition's vocabulary is at in category enough, 43.75% ability vocabulary acquisition's vocabulary is at in category good and 31.25% ability vocabulary acquisition's vocabulary is at in category very good. This thing show that after did repetition song vocabulary acquisition's vocabulary experience increase.

After cycle II shows existence increase, then researcher continue to cycle III carried out for 2 days however lyrics used different with the same melody. Following is the results obtained in the third cycle first day:

Table 9 Observation Results Activity Sing for Stimulate Vocabulary Acquisition Cycle III the First Day

| No. | Name | Aspects Observed | | Amount |
|-----|------|----------------------|----------------------------|--------|
| | | Plant (Fruit Flavor) | Plants (Fruits skin rough) | |
| 1 | FT | 2 | 2 | 4 |
| 2 | GB | 3 | 3 | 6 |
| 3 | RA | 2 | 2 | 4 |
| 4 | SI | 1 | 1 | 2 |
| 5 | IN | 3 | 1 | 4 |
| 6 | SF | 2 | 2 | 4 |
| 7 | AL | 2 | 1 | 3 |
| 8 | AM | 3 | 2 | 5 |
| 9 | TO | 2 | 1 | 3 |
| 10 | KA | 1 | 1 | 2 |
| 11 | SH | 1 | 1 | 2 |
| 12 | NA | 2 | 1 | 3 |
| 13 | DE | 1 | 2 | 3 |
| 14 | MA | 2 | 1 | 3 |
| 15 | DEN | 1 | 1 | 2 |
| 16 | FR | 1 | 1 | 2 |

Information score earned_child:

- 1 : BB (undeveloped)
- 2 : MB (start developing)
- 3 : BSH (develop as expected)
- 4 : BSB (evolving very well)

Information amount score earned_child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 9 above, then frequency data is obtained which can be in Table 10 below this:

Table 10 Treasury Early Childhood Vocabulary in Cycle III the First Day

| Score | Child | Category |
|-------|-------|------------|
| 2-3 | 10 | Not enough |
| 4-5 | 5 | Enough |
| 6-7 | 1 | Well |
| 8 | 0 | Very well |

In accordance with the table above, then could seen in cycle III first day there are 62.5% ability vocabulary acquisition's vocabulary is at in category less, 31.25% ability vocabulary acquisition's vocabulary is at in category enough and 6.25% ability vocabulary

acquisition's vocabulary is at in category good. From the results obtained in the third cycle first day show existence enhancement ability vocabulary acquisition's vocabulary compared with cycle I and cycle II days first child not yet reach category good. However researcher expecting 75% (12 children from amount a total of 16 children) are in category good however not achieved yet.

The results obtained in the third cycle first day not yet show existence expected success so that researcher need doing repetition on the second day. Data obtained from cycle III second day namely:

Table 11 Observation Results Activity Sing for Stimulate Vocabulary Acquisition Cycle III Day Two

| No. | Name | Aspects Observed | | Amount |
|-----|------|----------------------|----------------------------|--------|
| | | Plant (Fruit Flavor) | Plants (Fruits Skin Rough) | |
| 1 | FT | 4 | 3 | 7 |
| 2 | GB | 4 | 4 | 8 |
| 3 | RA | 4 | 3 | 7 |
| 4 | SI | 3 | 3 | 6 |
| 5 | IN | 4 | 4 | 8 |
| 6 | SF | 4 | 4 | 8 |
| 7 | AL | 3 | 2 | 5 |
| 8 | AM | 4 | 4 | 8 |
| 9 | TO | 4 | 3 | 7 |
| 10 | KA | 3 | 3 | 6 |
| 11 | SH | 3 | 2 | 5 |
| 12 | NA | 3 | 3 | 6 |
| 13 | DE | 4 | 4 | 8 |
| 14 | MA | 4 | 4 | 8 |
| 15 | DEN | 2 | 2 | 4 |
| 16 | FR | 3 | 2 | 5 |

Information score earned_child:

- 1 : BB (undeveloped)
- 2 : MB (start developing)
- 3 : BSH (develop as expected)
- 4 : BSB (evolving very well)

Information amount score earned_child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 5 above, then frequency data is obtained which can be in Table 12 below this:

Table 12 Treasury Early Childhood Vocabulary in Cycle III Day Two

| Score | Child | Category |
|-------|-------|------------|
| 2-3 | 0 | Not enough |
| 4-5 | 4 | Enough |
| 6-7 | 6 | Well |
| 8 | 6 | Very well |

In accordance with the table above, then could seen in the cycle III second day there is 25% ability vocabulary acquisition's vocabulary is at in category enough, 37.55% ability vocabulary acquisition's vocabulary is at in category good and 37.5% ability vocabulary acquisition's vocabulary is at in category very good. This thing show that after did repetition song vocabulary acquisition's vocabulary experience improvements and results obtained in the third cycle must be second more good than in cycle I, cycle II and cycle III on first day.

After cycle III shows existence increase, then researcher continue to cycle IV carried out for 2 days however lyrics used different with the same melody. In this fourth cycle there are 2 lyrics song used. Following is the results obtained in the cycle IV first day:

Table 13 Observation Results Activity Sing for Stimulate Vocabulary Acquisition Cycle IV First

| No. | Name | Aspects Observed | | Amount |
|-----|------|------------------|-----------------|--------|
| | | Profession | My Needs (Food) | |
| 1 | FT | 2 | 3 | 5 |
| 2 | GB | 3 | 3 | 6 |
| 3 | RA | 2 | 3 | 5 |
| 4 | SI | 2 | 2 | 4 |
| 5 | IN | 1 | 3 | 4 |
| 6 | SF | 2 | 1 | 3 |
| 7 | AL | 1 | 2 | 3 |
| 8 | AM | 2 | 3 | 5 |
| 9 | TO | 1 | 1 | 2 |
| 10 | KA | 1 | 1 | 2 |
| 11 | SH | 1 | 1 | 2 |
| 12 | NA | 2 | 1 | 3 |
| 13 | DE | 2 | 2 | 4 |
| 14 | MA | 3 | 3 | 6 |
| 15 | DEN | 1 | 1 | 2 |
| 16 | FR | 1 | 1 | 2 |

Information score earned_child:

- 1: BB (undeveloped)
- 2: MB (start developing)
- 3: BSH (develop as expected)
- 4: BSB (evolving very well)

Information amount score earned_child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8: Very good

Based on the data in Table 5 above, then frequency data is obtained which can be in Table 14 below this:

**Table 14 Treasury Early Childhood Vocabulary
in Cycle IV First Day**

| Score | Number of Child | Category |
|-------|-----------------|------------|
| 2-3 | 8 | Not enough |
| 4-5 | 6 | Enough |
| 6-7 | 2 | Well |
| 8 | 0 | Very well |

In accordance with the table above, then could seen in cycle IV first day there is 50% ability vocabulary acquisition's vocabulary is at in category less, 37.5% ability vocabulary acquisition's vocabulary is at in category enough and 12.55% ability vocabulary acquisition's vocabulary is at in category good. From the results obtained in the IV cycle first day show existence enhancement ability vocabulary acquisition's vocabulary compared with III cycle before. However permanent just researcher expecting 75% (12 children from amount a total of 16 children are in category good however no achieved.

The results obtained in the IV cycle first day not yet show existence expected success so that researcher need doing repetition for the second day. Data obtained from cycle IV second day namely:

**Table 15 Observation Results Activity Sing for Stimulate
Vocabulary Acquisition Cycle IV Day Two**

| No. | Name | Aspects Observed | | Amount |
|-----|------|------------------|--------------------|--------|
| | | Profession | My Needs (Food) | |
| 1 | FT | 2 | 1 | 3 |
| 2 | GB | 4 | 3 | 7 |
| 3 | RA | 1 | 2 | 3 |
| 4 | SI | 1 | 2 | 3 |
| 5 | IN | 2 | 2 | 4 |
| 6 | SF | 2 | 1 | 3 |
| 7 | AL | 1 | 2 | 3 |
| 8 | AM | 3 | 2 | 5 |
| 9 | TO | 2 | 3 | 5 |
| 10 | KA | 2 | 3 | 5 |
| 11 | SH | 2 | 2 | 4 |
| 12 | NA | 2 | 2 | 4 |
| 13 | DE | 2 | 3 | 5 |
| 14 | MA | 3 | 3 | 6 |
| 15 | DEN | 2 | 1 | 3 |
| 16 | FR | 1 | 2 | 3 |

Information score earned_child:

- 1 : BB (undeveloped)
- 2 : MB (start developing)
- 3 : BSH (develop as expected)
- 4 : BSB (evolving very well)

Information amount score earned_child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 5 above, then frequency data is obtained which can be in Table 16 below this:

Table 16 Treasury Early Childhood Vocabulary in Cycle IV Day Two

| Score | Number of Child | Category |
|-------|-----------------|------------|
| 2-3 | 7 | Not enough |
| 4-5 | 7 | Enough |
| 6-7 | 2 | Well |
| 8 | 0 | Very well |

In accordance with the table above, then could seen in cycle IV second day there are 43.75% ability vocabulary acquisition's vocabulary is at in category less, 43.75% ability vocabulary acquisition's vocabulary is at in category enough and 12.5% ability vocabulary acquisition's vocabulary is at in category very good. This thing show that after did repetition song vocabulary acquisition's vocabulary experience improvement and results obtained in cycle IV.

After cycle IV shows existence increase, then researcher continue to cycle V carried out for 2 days however lyrics used different with the same melody. Following is the results obtained in cycle V first day:

Table 17 Observation Results Activity Sing for Stimulate Vocabulary Acquisition Cycle V the First Day

| No. | Name | Aspects Observed Transportation | Amount |
|-----|------|------------------------------------|--------|
| 1 | FT | 2 | 2 |
| 2 | GB | 5 | 5 |
| 3 | RA | 4 | 4 |
| 4 | SI | 2 | 2 |
| 5 | IN | 5 | 5 |
| 6 | SF | 6 | 6 |
| 7 | AL | 3 | 3 |
| 8 | AM | 4 | 4 |
| 9 | TO | 6 | 6 |
| 10 | KA | 6 | 6 |
| 11 | SH | 4 | 4 |
| 12 | NA | 4 | 4 |
| 13 | DE | 4 | 4 |
| 14 | MA | 6 | 6 |
| 15 | DEN | 2 | 2 |
| 16 | FR | 2 | 2 |

Information score earned_child:

- 2-3: BB (undeveloped)
- 4-5: MB (start developing)
- 6-7: BSH (growing as expected)
- 8 : BSB (thriving very well)

Information amount score earned_child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 5 above, then frequency data is obtained which can be in Table 18 below this:

**Table 18 Treasury Early Childhood Vocabulary
in Cycle V the First Day**

| Score | Number of Child | Category |
|-------|-----------------|------------|
| 2-3 | 5 | Not enough |
| 4-5 | 7 | Enough |
| 6-7 | 4 | Well |
| 8 | 0 | Very well |

In accordance with the table above, then could seen in cycle V first day there are 31.25% ability vocabulary acquisition's vocabulary is at in category less, 43.75% ability vocabulary acquisition's vocabulary is at in category enough and 25.5% ability vocabulary acquisition's vocabulary is at in category good. However permanent just researcher expecting 75% (12 children from amount a total of 16 children) are in category good however is not achieved. Data obtained from cycle II second day namely:

**Table 19 Observation Results Activity Sing for Stimulate
Vocabulary Acquisition Cycle V Day Two**

| No. | Name | Aspects Observed Transportation | Amount |
|-----|------|------------------------------------|--------|
| 1 | FT | 7 | 7 |
| 2 | GB | 7 | 7 |
| 3 | RA | 7 | 7 |
| 4 | SI | 7 | 7 |
| 5 | IN | 8 | 8 |
| 6 | SF | 8 | 8 |
| 7 | AL | 7 | 7 |
| 8 | AM | 8 | 8 |
| 9 | TO | 8 | 8 |
| 10 | KA | 7 | 7 |
| 11 | SH | 8 | 8 |
| 12 | NA | 8 | 8 |
| 13 | DE | 8 | 8 |
| 14 | MA | 7 | 7 |
| 15 | DEN | 4 | 4 |
| 16 | FR | 5 | 5 |

Information score earned_child:

- 2-3: BB (undeveloped)
- 4-5: MB (start developing)
- 6-7: BSH (growing as expected)
- 8 : BSB (thriving very well)

Information amount score earned_child:

- 2-3: Less
- 4-5: Enough
- 6-7: Well
- 8 : Very good

Based on the data in Table 5 above, then frequency data is obtained which can be in Table 20 below this:

Table 20 Treasury Early Childhood Vocabulary in Cycle V Day Two

| Score | Number of Child | Category |
|-------|-----------------|------------|
| 2-3 | 0 | Not enough |
| 4-5 | 2 | Enough |
| 6-7 | 7 | Well |
| 8 | 7 | Very well |

In accordance with the table above, then could seen in cycle V second day there are 12.5% ability vocabulary acquisition's vocabulary is at in category enough, 43.75% ability vocabulary acquisition's vocabulary is at in category good and 43.75% ability vocabulary acquisition's vocabulary is at in category very good. That thing show that in cycle V the occurrence of significant improvement child vocabulary acquisition.

of the five cycle above so could seen improvement that occurs from loyal the cycle contained in the diagram below this:

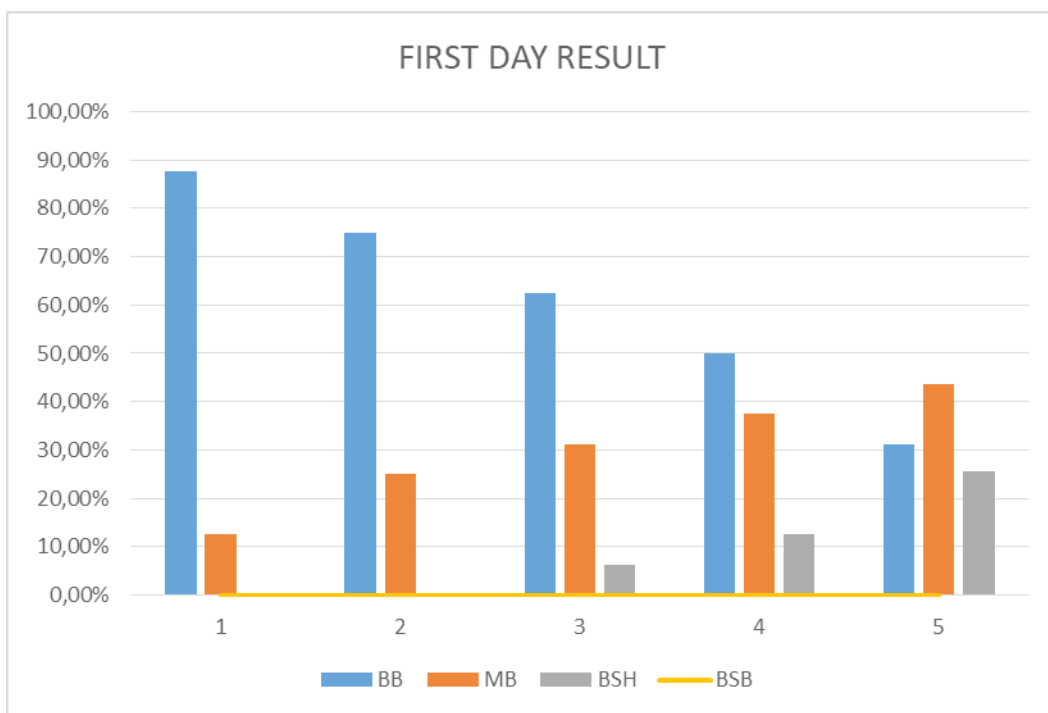


Figure 2 Differences in the results of each Cycle On Day One

Based on picture 2 above could seen that from every cycle in days first in category not enough show existence decline. In category enough and experience increase. But on the first day not yet reach category very good. Following is results from every cycle in the second day.

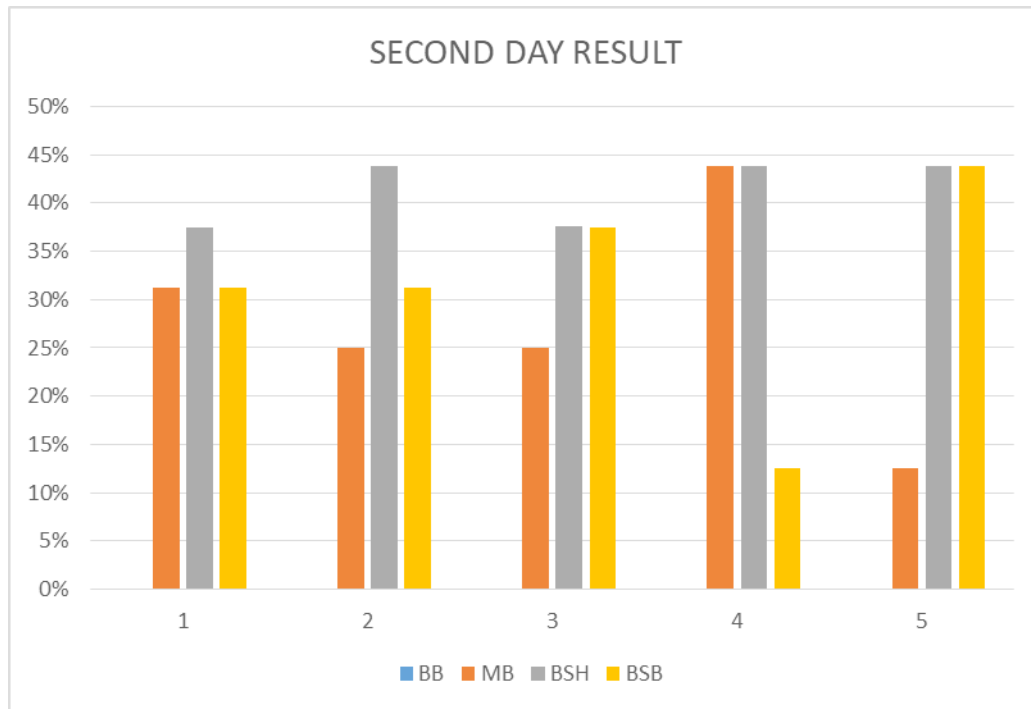


Figure 3 Differences in the Results of Each Cycle on Day Two

Based on picture 3 above could seen that from every cycle in second day in category not enough already no appear. In category enough in cycle 1 to with 3 experienced decrease. However, in cycle 4 experienced increased and in cycle 5 experienced significant decrease. In category good from cycle I to cycle II experienced increase. But in cycle III again experience decline. However return experience increase in cycles IV and V. On second day this child get results in category very good which means there is change Among first day and second day. In category very good from cycle I to cycle II experienced increase, but in cycle III it returns experience decreased and in cycles IV and V returned experience increase.

From experience child moment sing existing lyrics in song without realized that vocabulary child increase. This thing in line with opinion Hashilah, (2019) which explains there are 2 ways child in get vocabulary. Ways_ that are (1) hearing the words of parents, people who are more old, television or radio, friends play/peer, place play, and place shopping/store, (2) via experience child that alone like, child explain things, they kiss, child drink and eat it. Experience child that alone as well as existing models could limit vocabulary child. This is what causes difference results obtained among first day and second. On the second day child repeat song of the first day so that it is easier to sing it.

D. Closing

1. Conclusion

Based on analysis carried out from learning for five cycles could concluded that activity sing could stimulate vocabulary acquisition's vocabulary age early at Kurnia Putra

Kindergarten. the thing could seen from treasury child's vocabulary in cycle I first day average category not enough as much as 87.5% and on the second day no there is category less. Cycle II days first average category not enough as much as 75% and on the second day already no there is category less. This also happened in the other 3 cycles.

2. Suggestion

After research this, teacher is expected more many give activity sing because activity this could make child happy and without child realize their vocabulary_will increase and teacher should maximizing ability child in get new vocabulary_because vocabulary to be supplies child in interact with environment surrounding.

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