The Use of Children' Songs for Pre-School Teaching and Learning

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Abstract
This study aims to identify the problems faced by pre-school teachers in teaching the students using songs. Besides that, the appropriate ways to overcome problems that arise when teaching using songs is also analysed in this research. Qualitative approaches with the Hermeneutics method have been used in this study. A total of 12 respondents were involved in this study. Respondents were selected from among teachers who teach pre-school students in North Kinta Utara district, Perak. Sample selection is done as a purposive sample where the researcher determines the number of respondents who teach each subject before selecting the sample. The research instruments used to collect research data are interview forms that is produced by the researcher. The data collected were analyzed using the Hermeneutical method. The main problem faced by teachers is that teaching using songs consume longer time and lack of song varieties. In order to solve the problems, the respondents have also suggested a few ways such as using song with simple words, change the lyrics of songs according to the topic taught, finding for new songs and many others.
Keywords: Children', Pre-School, Teaching and Learning

Introduction
Children's language instruction cannot be viewed as routine classroom instruction. The social and cognitive development of children must be taken into account during this difficult process. A setting that resembles something children would find natural should be developed in order to accomplish this. Through engaging activities, one of the finest methods to foster nature and a stress-free environment can be achieved (Nihada & Alisa, 2016). Songs unquestionably fall under the category of enjoyable activities and are a great tool for language development. They don't place pressure on kids to use language right away; instead, they let them use it when they're ready.

A listening activity that has a lot of promise is listening to songs. Children enjoy singing, so it makes sense that teachers would utilise songs to engage students in language and concept learning. Nihada and Alisa (2016) emphasise the importance of songs' ability to keep kids engaged and have fun as some of their key characteristics. However, repetition is a song's most crucial component. It has patterned language, but it also improves listening comprehension, pronunciation, and rhythm while fostering a positive environment (Mohamad & Kamariah, 2018). Most kids won't likely get bored, even if the teacher plays music repeatedly throughout the day. Additionally, singing is a highly beneficial pastime.

Brewster et al (2002) assert that using music as a teaching tool has numerous advantages. Songs are linguistic resources, to start. In this situation, the song serves as a vehicle for both the learning of a new language and the mastering of its syntax and vocabulary (Hisyamuddin & Amir, 2012). Songs also make innovative, entertaining use of vocabulary that kids already know. Songs can enable linguistic repetition in a natural and enjoyable way. Songs can therefore be utilised to help children with their pronunciation as well as the holistic development of all language abilities.

Second, a song is a psychological and emotive resource. Songs can inspire kids to create a positive attitude toward language in addition to being entertaining. Children should not fear or feel threatened by songs. Songs can, in fact, boost kids' self-confidence. Children might proudly sing songs in front of their parents as evidence that they have grasped something in the language.

Songs are third-party cognitive resources. Songs enhance coordination, memory, and focus. Children get a stronger sense of meaning interpretation through rhyming. Fourth, songs can be used as social and cultural resources. Songs have been shown by Brewster et al. to have extraordinary advantages for pronunciation learning. Songs are an effective way to teach pronunciation basics like intonation, emphasis, and rhythm naturally.

Therefore, it stands to reason that the employment of songs can improve pre-schoolers' grasp of academic material, particularly in the area of language.

Problem Statement

It is undeniable that the most effective educational resources for supporting language learning and fostering children's physical and mental growth are songs and poems. Therefore, there is knowledge that suggests that music offers a natural and rhythmic manner to learn even in the absence of academic education (Green, 2002). Many researchers, including MacDonald, are primarily interested in the use of songs and poetry in language instruction.

Therefore, music and singing can be seen to have a positive effect and attract children's attention in the classroom (McHalton et al., 2014). It not only attracts children's attention but is also a stimulus that has a positive effect on the development of children's minds, especially in the classroom. Apart from that, children pay attention, understand rhythm and pronunciation through the music played. Therefore, music can be used creatively and effectively by teachers during the teaching and learning (P&P) process.

Music is also seen too often combine kinesthetics, auditory and visual elements (Marsh & Young, 2016). Rini (2012) explained that singing has a specific objective and needs to be done with a simple style of language, short lyrics and suitable for children's language development. Music and singing also involve language development that can stimulate children's minds in the learning process. In addition, music can also help children increase their vocabulary through lyrics that have new words. Added to the aspects of pitch, tempo, rhythmic patterns, and melody, children learn and remember new words more easily.

The methods used to teach the language vary from nation to nation, as well as from class to class and instructor to teacher. However, teaching using songs is still less popular among pre-school teachers and there are various problems faced by teachers to carry out language teaching using a collection of children's songs. Besides that, although there are many researches that has been carried out to indicate the advantages of using songs in teaching, there is no any research that analyses the problem that teachers face when teach using songs. Thus, in thus research the problems faced by teachers when using songs to teach and ways to overcome them will be analysed.

Research Objectives
i.   Identifying the problems faced by teachers to teach using children's songs.
ii.   Identify appropriate ways to overcome problems that arise when teaching using songs.

Research Questions
i.   What are the problems faced by teachers to teach using children's songs?
ii.   What are the appropriate ways to overcome problems that arise when teaching using songs?

Literature Review
Importance of using songs in teaching pre-school students
Deraman (2014) stated that the use of children's music helps in the mastery of children's vocabulary. This is proven from the findings of a study by where songs are used for children to help master English vocabulary in nurseries as early as three years old. In addition, children can process, produce and appreciate the variety of English vocabulary. This variety of English vocabulary can be seen through the vocabulary used through music and singing in the classroom. Children's interest in mastering English vocabulary can be nurtured with music that helps them through understanding, pronunciation and vocabulary.

Piro and Ortiz (2009) have studied that the mastery of vocabulary and oral skills of children can be seen through singing. Music and singing can also introduce various concepts and languages because the lyrics are easy for children to remember and understand. Increased vocabulary and oral mastery can be applied through pronunciation while singing. Teachers can carry out this activity to give children the opportunity to expand their vocabulary and oral development through singing activities.

In addition, teachers can conduct music and singing activities to give children the opportunity to expand their language development. Among the singing activities that are carried out are let's sing, singing musically and emphasizing techniques and ways of singing. Language development can be seen through music and singing performed by the teacher through repetition techniques while in the classroom. Naturally, this repetition technique not only helps children to easily pronounce and remember the lyrics, it also helps the process of language development and students' understanding through song lyrics that are used repeatedly and consistently. Indirectly, children's language skills can be improved over time.

According to Hamisan (2010), music and singing can also foster interest in learning, performance and willingness to learn, build fun according to mood and situation, and improve work results and children's memory. Children's interest in learning can also be fostered by providing opportunities to explore musical instruments. Therefore, children's fear of facing

other people can be overcome. In addition, these children's talents can be honed by singing. So with that, parents are also advised to give support and encouragement to their children to nurture music and not put pressure on children to join the field of music and singing.

A recent study by Morvafcik and Nolte (2018) argues that music-based backgrounds make teaching and learning effective and meaningful. Good and meaningful teaching and learning can be seen from the children's experiences in the classroom such as doing group activities and singing. This child's experience is not only a reflection of the benefits and importance to the child's academic achievement and cognitive development. Therefore, singing is suitable for exploration in teaching and learning by children so that learning becomes more meaningful and beneficial.

Singing can also improve children's cognitive skills. Cognitive skills are the ability of individuals to think, be independent, give opinions, understand and remember things that happen in their respective environments. This is in line with the findings of the Blakemore and Frith (2000) study, where singing also without us realizing it, allows children to process a large amount of information quickly during the learning process by listening to songs while solving problems in mathematics (Zeki et al., 2014). For example, children are better able to complete number operations in Early Mathematics by singing songs. Indirectly, singing also helps children understand number operations. He explained that singing can also change techniques and improve children's teaching and learning.

The previous researches that were analysed shows that songs, music and singing has positive effect on pre-school students' academic achievements. However, in this study we will analyse the problems faced by teachers when they teach languages using songs and ways to overcome them.

Methodology

This study uses hermeneutic analysis and is descriptive in nature. A qualitative method known as hermeneutic analysis places an emphasis on the distinctiveness and diversity of research. In a research project, hermeneutic analysis takes a distinct approach to each individual. Each person is unique and has their own traits, emotions, thoughts, and behaviours, according to hermeneutic analysis. The hermeneutic method can be understood as an examination of human behaviour, particularly in order to gain a thorough comprehension of how people interact with one another (Loganathan, 1992; 1996). The Hermeneutics analysis approach is a psychological approach since psychological factors play a role in human conduct. Given that this subject is strongly tied to the psychology of human behaviour, qualitative methodologies are most appropriate.

Mueller (1997) asserts that hermeneutics is an art of knowing rather than a body of knowledge. The philosophy and art of thought both include hermeneutics. Consequently, it is crucial to comprehend the knowledge of the individual in order to interpret language knowledge. One should keep in mind any memorable experiences that have been shared regarding an event or an event that directly or indirectly influences them. The hermeneutical approach's methods start with text. Once significant information has been found in the text, it is used to create themes or categories from a collection of texts (Suppiah, 2003).

The design of this study uses the Hermeneutics analysis as a methodology used to interpret the transcript of the questionnaire to study the problems faced by teachers to teach using children's songs and ways to overcome them. A total of 12 pre-school teachers consisting of four Malay teachers, four English teachers, two Tamil teachers and two Chinese

teachers were selected as respondents in this study. These respondents were selected from among pre-school teachers in Kinta Utara district, Ipoh, Perak. Sample selection is done as a purposive sample where the researcher determines the number of respondents who teach each subject before selecting the sample. The research instruments used to collect research data are interview forms that will be produced by the researcher himself.

Findings
The data that has been collected using interview forms were analysed using the Hermeneutics method. The analysed data will be portrayed in tables and discussed in his part.

Research Question 1
What are the problems faced by teachers to teach using children's songs?
Table 1
Problems faced by teachers to teach using songs

Problems Faced by Teachers	Respondent	Total Respondents
Singing activity consumes more time	R2, R4, R9, R11, R12	5
Lack of song choices	R8, R9, R10, R12	4
Students feel bored to sing same songs that they have already know earlier	R5, R6, R7	3
Difficulty in controlling students	R2, R3	2
Students are not interested in singing	R3	1
Teachers are not well trained in conducting singing activities	R9	1
Teachers are not used to singing, lack of confidence	R1	1

The analysed data has been that there are many problems faced by teachers in teaching pre-schools students using songs. The problem faced by majority of the teachers is that singing activity consumes more time compared to teaching without songs. This statement has been stated by 5 respondents. There are also respondents who stated that teaching with songs unable the teachers to conduct other activities. Next, four respondents stated that there are very few song choices to use for teaching. Whereas, three respondents stated that students feel bored to sing same songs that they have already know earlier. A respondent stated that some students have already known the songs before coming to pre-school. Thus, they feel boring when they are taught the same songs in school. On the other hand, two teachers state that they face difficulty in controlling the students while teaching using songs. The other problems such as students are not interested in singing, teachers are not well trained in conducting singing activities and teachers are not used to singing and lack of confidence were stated by one respondent each. As it has been identified that there are many problems faced by teachers in order to teach using songs, researcher wishes to identify the ways to solve the problems that arises.

Research Question 2
What are the appropriate ways to overcome problems that arise when teaching using songs?
Table 2
Ways to Overcome Problems in teaching using songs

Ways to Overcome Problems in Teaching Through Songs	Respondent	Total Respondents
Find new songs to attract students or modify the existing songs with new wordings and lyrics related to topic	R7, R8, R9, R10, R12	5
Choose songs with simple lyrics	R1, R4, R11	3
Teachers should be more creative in teaching using songs	R5, R9, R10	3
Make a proper planning to teach using songs in fixed time	R2, R12	2
Integrate other activities with songs as well	R6, R9	2
Explain the connection between song and the topic students are learning	R3	1
Make sure students are calm before singing song	R3	1
Teachers can use videos, audios and music instruments	R1	1
Teachers train few times before teaching students	R1	1

The second objective is aimed to identify the appropriate ways to solve the problems faced by pre-school teachers in teaching using songs. The majority of respondents which is 5 respondents stated that teachers should find new songs to attract students or modify the existing songs with new wordings and lyrics related to topic. This might attract students as they are bored of singing same songs. Next three respondents respectively suggested 'Choose songs with simple lyrics' and 'Teachers should be more creative in teaching using songs' as ways to overcome the problems faced by teachers. Besides that, two respondents stated that 'Make a proper planning to teach using songs in fixed time'. Teachers should make proper planning before teaching using songs so that it does not consume a lot of time and unable them to conduct other activities. Another two respondents stated that teachers should integrate other activities with songs in order to make students more attracted. The other ways such as 'Explain the connection between song and the topic students are learning', 'Make sure students are calm before singing song', 'Teachers can use videos, audios and music instruments' and 'Teachers train few times before teaching students' were only stated by one respondent each.

Conclusion
As a whole, it can be said that teachers face many problems when they teach the pre-school students using songs. The main problem faced by teachers is that teaching using songs consume longer time and lack of song varieties. In order to solve the problems, the respondents have also suggested a few ways such as using song with simple words, change the lyrics of songs according to the topic taught, finding for new songs and many others. It is undeniable that these problems should be solved in order to encourage teachers to use more songs in their teaching as using songs in teaching has been proved as an effective method of teaching.

Acknowledgement

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