Journal title:
Journal of Education, Society and Behavioural Science (/search/details?id=49453)
ISSN:
2456-981X (online)
GICID:
n/d
Country / Language:
IN / **EN**
Publisher:
n/d

Citation:	**C/S**	ICV 2020:	**ON**
MEiN:	**N/D**	ICV 2019:	**100.00**

Deposited publications: 907 › Full text: 11% | Abstract: 100% | Keywords: 100% | References: 18%

2021 ()
2020 ()
2019 ()
2018 ()
2017 ()
2016 ()
2015 ()
2014 ()

As part of our website we use cookies to provide you with services at the highest level , including in a manner tailored to individual needs . Using the site without changing the settings for cookies results in saving them in your device . You can change cookies' settings any time you want in your web browser. More details in our Cookies Policy

Got it!

2013 ()

2012 ()

2011 ()

Language

All

Title of the publication

The Psychological Impact of Educational Process Disturbance upon COVID- 19 Pandemic among Primary School Students and Their Parents in the Gaza Strip (/search/article?articleId=2865219)

Sally Saleh, Azzam Abu Habib, Rawya Hamam, Said Abu Aita, Mohammed Alzir, Heba Jourany, Hassan Ziada, Sahar Harb, Yasser AbuJamei

JESBS 2021; 34 (1) : 1-10; DOI: 10.9734/jesbs/2021/v34i130286; Language: EN

Full text: No | Abstract: Yes | Keywords: 7 | References: 0 | Resolved references: 0

Teaching and Supervision as Determinants of Post-Graduate Studies Completion Time in Vocational and Technical Education Programmes in South-South Nigerian Universities (/search/article?articleId=2865220)

Titus Iloduba Eze, Sunny Nwakanma, Jacinta Ifeoma Obidile

JESBS 2021; 34 (1) : 18-29; DOI: 10.9734/jesbs/2021/v34i130288; Language: EN

Full text: No | Abstract: Yes | Keywords: 4 | References: 0 | Resolved references: 0

The Mask of Personal Protection as a Cause of Depersonification of the Learners in Formal Education (/search/article?articleId=2865227)

Ioannis Fykaris, Vasiliki Matiaki, Despoina-Chrysovalantou Geroulidou

JESBS 2021; 34 (1) : 30-41; DOI: 10.9734/jesbs/2021/v34i130289; Language: EN

Full text: No | Abstract: Yes | Keywords: 5 | References: 0 | Resolved references: 0

More Trust and Cohesion for Secondary School Classes – Experiences of the Implementation of the Express Yourself! Programme in Four EU Countries (/search/article?articleId=2865221)

Aija Kettunen, Heidrun Kiessl, Katrin Neuhaus, Sakari Kainulainen, Niko Nummela, Terhi Salomaa, Meike Heinze

JESBS 2021; 34 (1) : 42-65; DOI: 10.9734/jesbs/2021/v34i130290; Language: EN

Full text: No | Abstract: Yes | Keywords: 8 | References: 0 | Resolved references: 0

As part of our website we use cookies to provide you with services at the highest level , including in a manner tailored to individual needs . Using the site without changing the settings for cookies results in saving them in your device . You can change cookies' settings any time you want in your web browser. More details in our Cookies Policy

Journal of Education, Society and Behavioural Science

(https://journaljesbs.com/index.php/JESBS/index)

◎ Mission

Publication of high quality, high impact, peer-reviewed research papers and books.

🤝 Helpful

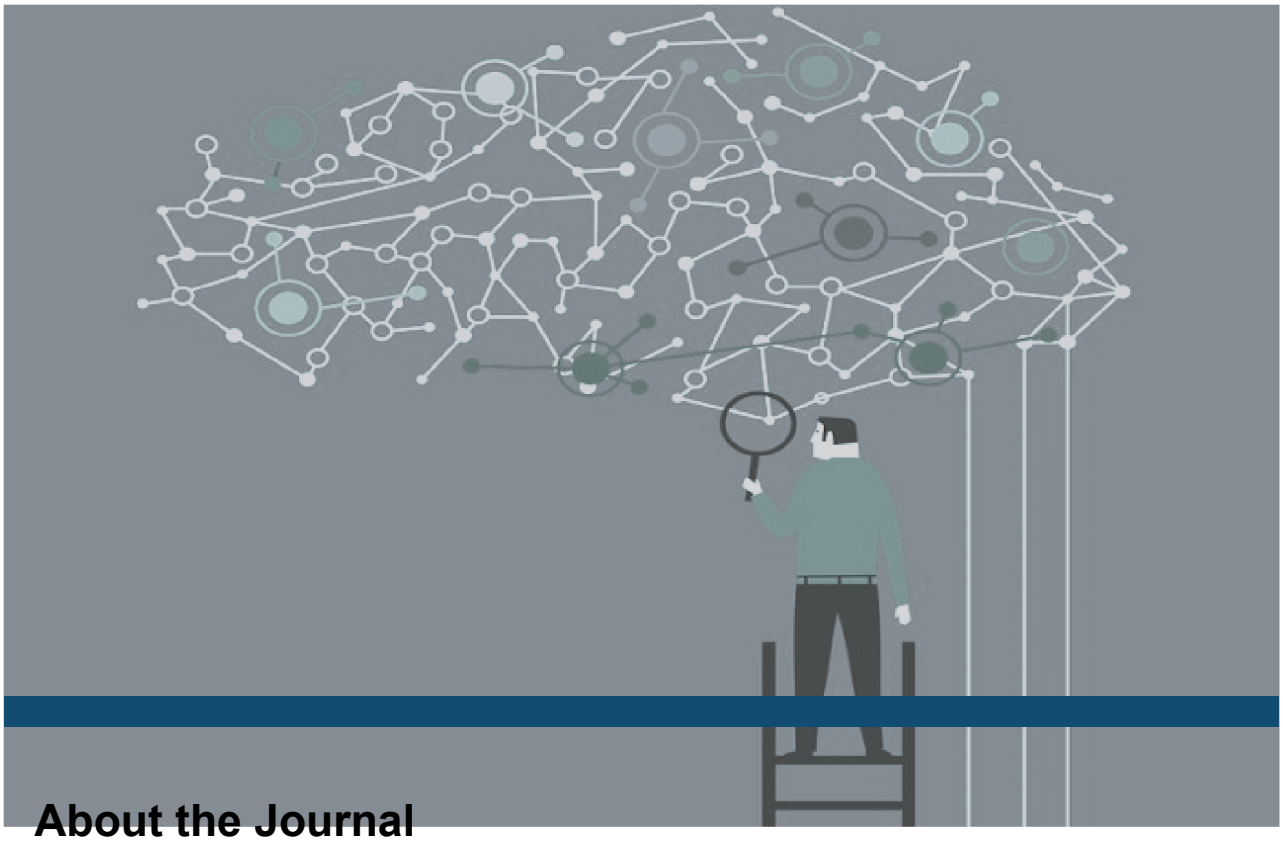
We are available for any assistance 24X7.

👁 Fast and Transparent

We process all manuscripts fast and transparently, without compromising the peer-review standard.

💵 Great Prices

High quality and lowest price are our USPs.



About the Journal

Journal of Education, Society and Behavioural Science (ISSN: 2456-981X), publishes manuscripts with valuable insight to research, ideas and strategies of Education, Society & Behavioural Science. The journal also encourages the submission of useful reports of negative results. This is a quality controlled, OPEN peer reviewed, open access INTERNATIONAL journal. This journal aims to publish high quality papers (Click here for Types of paper (/index.php/JESBS/general-guideline-for-authors)) in all below mentioned areas.

Read More (https://journaljesbs.com/index.php/JESBS/about)

Journal Info

Journal of Education, Society and Behavioural Science (ISSN: 2456-981X), publishes manuscripts with valuable insight to research, ideas and strategies of Education, Society & Behavioural Science. The journal also encourages the submission of useful reports of negative results. This is a quality controlled, OPEN peer reviewed, open access INTERNATIONAL journal. This journal aims to publish high quality papers (Click here for Types of paper (https://journaljesbs.com/index.php/JESBS/general-guideline-for-authors)) in all below mentioned areas.

Latest Articles

Psychosocial Distress and Coping Strategies in Response to COVID-19 Adopted among Adults in South-West Nigeria (https://journaljesbs.com/index.php/JESBS/article/view/30312)

'Nothing about us without us': Assessing the Attitudes of Deaf Learners towards Inclusive Education (https://journaljesbs.com/index.php/JESBS/article/view/30311)

Reflective Tutoring and International Presence of Graduate Students: Teacher Training Experiences (https://journaljesbs.com/index.php/JESBS/article/view/30310)

School Climate and Work from Home Challenges of Teachers during the COVID 19 Pandemic in Secondary Schools in the Division of Zambales, Philippines (https://journaljesbs.com/index.php/JESBS/article/view/30309)

Policy Implementation to Improve Tourism Destination Based on Local Wisdom in Gunungkidul Regency Yogyakarta, Indonesia (https://journaljesbs.com/index.php/JESBS/article/view/30308)

Most Viewed

Psychological Benefits of Sports and Physical Activities
(https://journaljesbs.com/index.php/JESBS/article/view/16681)

The Effect of COVID-19 Pandemic: How are the Future Tourist Behavior?
(https://journaljesbs.com/index.php/JESBS/article/view/30219)

Education Quality Challenges in Ethiopian Secondary Schools
(https://journaljesbs.com/index.php/JESBS/article/view/30147)

The Effects of Mindfulness Training on Wisdom in Elementary School Teachers
(https://journaljesbs.com/index.php/JESBS/article/view/30129)

Methodological Flaws: A Review of Sample Masters Theses
(https://journaljesbs.com/index.php/JESBS/article/view/30140)

Most Read

Psychological Benefits of Sports and Physical Activities
(https://journaljesbs.com/index.php/JESBS/article/view/16681)

The Effect of COVID-19 Pandemic: How are the Future Tourist Behavior?
(https://journaljesbs.com/index.php/JESBS/article/view/30219)

Education Quality Challenges in Ethiopian Secondary Schools
(https://journaljesbs.com/index.php/JESBS/article/view/30147)

Public Perception of the Police and Crime–Prevention in Nigeria
(https://journaljesbs.com/index.php/JESBS/article/view/16819)

Impact of Fair Reward System on Employees Job Performance in Nigerian Agip Oil Company Limited Port-Harcourt (https://journaljesbs.com/index.php/JESBS/article/view/17118)

List of Similar Recommended Journals

See Here (https://journaljesbs.com/index.php/JESBS/recommended-journal)

For Readers | For Authors | For Librarians

We encourage readers to sign up for the publishing notification service for this journal. Use the Register (http://www.sciencedomain.org/user/login) link at the top of the home page for the journal. This registration will result in the reader receiving the Table of Contents by email for each new issue of the journal. This list also allows the journal to claim a certain level of support or readership. See the journal's Privacy Statement (/index.php/JESBS/about/submissions#privacyStatement), which assures readers that their name and email address will not be used for other purposes.

© Copyright 2010-Till Date, Journal of Education, Society and Behavioural Science. All rights reserved.

Journal of Education, Society and Behavioural Science

(https://journaljesbs.com/index.php/JESBS/index)

Editorial Team

Chief Editors

Dr. Rajendra Badgaiyan
Professor,

Psychiatry and Neuromodulation Scholar,

University of Minnesota, Minneapolis, MN, USA

Email: badgaiyan@gmail.com

Profile link: NA

Dr. Stan Weeber

Professor of Sociology,

McNeese State University in Lake Charles, Louisiana, USA

Email: sweeber@mcneese.edu

Profile link: https://www.mcneese.edu/socsci/stan_weeber_phd (https://www.mcneese.edu/socsci/stan_weeber_phd)

Short Biosketch (http://www.journaljesbs.com/index.php/JESBS/dr-stan-weeber)

Academic Editors

Dr. Oyedunni Arulogun

Professor,
Department of Health Promotion and Education,

University of Ibadan, Nigeria

Email: oyedunniarulogun@gmail.com, omoyisola2002@yahoo.com

Profile link: NA

Dr. Alina Georgeta Mag

Department of Teacher Training,

Faculty of Social and Human Sciences,

"Lucian Blaga" University of Sibiu, Romania

Email: alina.mag@ulbsibiu.ro

Profile link: NA

Dr. Shao-I Chiu

Associate Professor,
Professional Development in Education,
Da-Yeh University,Taiwan
Email: shaoi.chiu@gmail.com, shaoi.chiu@msa.hinet.net
Profile link: https://pde.dyu.edu.tw/members.php?lang=en&type=fulltime (link:%20https://pde.dyu.edu.tw/members.php?lang=en&type=fulltime)

Dr. Redhwan Ahmed Mohammed Al-Naggar

Professor,

Population Health and Preventive Medicine,

UniversitiTeknologi MARA, Sungai Buloh, Malaysia

Email: radhwan888@yahoo.com

Profile link: NA

Dr. Chih-Wei Pai

Assistant Professor,

Taipei Medical University, Taiwan

Email: cpai@tmu.edu.tw

Profile link: https://tmu.pure.elsevier.com/en/persons/chih-wei-pai-2 (https://tmu.pure.elsevier.com/en/persons/chih-wei-pai-2)

Dr. Eduardo Montero García

Professor,
Department of Electromechanical Engineering,

Polytechnic School, University of Burgos, Spain

Email: emontero@ubu.es

Profile link: https://goo.gl/rF4wfB (https://goo.gl/rF4wfB)

Dr. Vlasta Hus

Professor,
Department of Elementary Teacher Education,

University of Maribor, Slovenia

Email: Vlasta.Hus@um.si

Profile link: https://pef.um.si/profesor/29/vlasta+hus (https://pef.um.si/profesor/29/vlasta+hus)

Dr. Eleni Griva

Professor of Applied Linguistics

Director of the postgraduate program "Educational Studies and N. T."

Faculty of Humanities and Social Sciences, University of Western Macedonia- Greece

Email: egriva@uowm.gr & egriva.efl@gmail.com

Profile Link: NA

Dr. Prince Nwachukwu Ololube

Professor,
Department of Educational ManagementFaculty of Education,
Ignatius Ajuru University of Education
Port Harcourt, Nigeria.
Email: ololubeprince@yahoo.com, ololubenp@gmail.com,
Profile Link: www.ololube.com.ng (http://www.ololube.com.ng)

Short Biosketch (http://www.journaljesbs.com/index.php/JESBS/nwachukwu-prince-ololube)

Dr. Durdane Bayram-Jacobs

Department of Science Education
Faculty of Science

Radboud University, Nijmegen /The Netherlands

Email: d.bayram@science.ru.nl, d.bayram.jacobs@tue.nl

Profile link: https://www.ru.nl/english/people/bayram-jacobs-d/ (https://www.ru.nl/english/people/bayram-jacobs-d/)

Short Biosketch (http://www.journaljesbs.com/index.php/JESBS/durdane-bayram-jacobs)

Dr. Sara Marelli

Department of Clinical Neuroscience,

Neurology – Sleep Disorder Center,

IRCCS San Raffaele Scientific Institute

Via Stamira D'Ancona, Italy

Email: marelli.sara@hsr.it

Profile Link: NA

Short Biosketch (http://www.journaljesbs.com/index.php/JESBS/sara-marelli)

Dr. Samuel Adu-Gyamfi

Senior Lecturer,

Department of History and Political Studies, Faculty of Social Sciences,

College of Humanities and Social Sciences,

Kwame Nkrumah University of Science and Technology, Ghana

Email: mcgyamfi@yahoo.com, sadu-gyamfi.cass@knust.edu.gh

Profile Link: https://goo.gl/qBCrb9 (https://goo.gl/qBCrb9)

Dr. Jyotsana Shukla

Assistant Professor,

Amity Institute of Behavioral and Allied Sciences,

Amity University, Uttar Pradesh, India

Email: jsreena@gmail.com

Profile Link: NA

Short Biosketch (http://www.journaljesbs.com/index.php/JESBS/jyotsana-shukla)

Dr. Doutora Laurinda Leite

Professor,
Institute of Education, University of Minho, Portugal

Email: lleite@ie.uminho.pt

Profile link: NA

Dr. Nicholas J. Shudak
Dean,

School of Education and Counseling,

Wayne State College, USA

Email: Nicholas.Shudak@usd.edu, Nick.Shadak@usd.edu,

nshudak@gmail.com, nishuda1@wsc.edu

Profile link: http://www.usd.edu/faculty-and-staff/Nicholas-Shudak (http://www.usd.edu/faculty-and-staff/Nicholas-Shudak)

Dr. Theodore S. Kaniuka

Professor,

Department of Educational Leadership,

Fayetteville State University, USA

Email: tkaniuka@uncfsu.edu

Profile link: https://goo.gl/CFQnyV (https://nam10.safelinks.protection.outlook.com/?
url=https%3A%2F%2Fgoo.gl%2FCFQnyV&data=02%7C01%7Ctkaniuka%40uncfsu.edu%7C1c552f1b2e324bcb02d808d74e11bc91%7Cb2e1e6f464f148729da1ca8a9a7c41f7%

Dr. Bakare Kazeem Kayode

Professor,

Department of Education Foundations,

Al-Medina International University, Malaysia

Email: kosimbakr@gmail.com

Profile link: NA

Short Biosketch (http://www.sciencedomain.org/page/bakare-kazeem-kayode)

Dr. Gustavo Henrique Silva de Souza

Professor of Business Administration,

Federal Institute of The North of Minas Gerais-

[Instituto Federal do Norte de Minas Gerais – IFNMG], Brazil

Email: gustavo.souza@ifnmg.edu.br

Profile Link: http://lattes.cnpq.br/6980582287681329 (http://lattes.cnpq.br/6980582287681329)

Short Biosketch (http://sciencedomain.org/page/gustavo-henrique-silva-de-souza)

Editorial Advisory Board Members

Dr. Elizabeth C Pomeroy

Professor,
University of Texas at Austin, Texas, USA

Email: bpomeroy@mail.utexas.edu

Profile link: https://socialwork.utexas.edu/directory/pomeroy/ (https://socialwork.utexas.edu/directory/pomeroy/)

Past Editors (https://www.journaljesbs.com/index.php/JESBS/libraryFiles/downloadPublic/14)
(https://journaljesbs.com/index.php/JESBS/libraryFiles/downloadPublic/13)

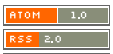
Note: We are thankful to all editors for their sincere help and support to develop this journal. All editors confirmed their joining in the board by email. Names of the remaining editors (if any) will be published soon.

Make a Submission / Login (https://www.peerreviewcentral.com/page/manuscript-submission-guide)

Information

For Readers (https://journaljesbs.com/index.php/JESBS/information/readers)
For Authors (https://journaljesbs.com/index.php/JESBS/information/authors)
For Librarians (https://journaljesbs.com/index.php/JESBS/information/librarians)

Current Issue



(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/atom)

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/rss2)

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/rss)

© Copyright 2010-Till Date, Journal of Education, Society and Behavioural Science. All rights reserved.

Journal of Education, Society and Behavioural Science

(https://journaljesbs.com/index.php/JESBS/index)

Indexing

Abstracting, Indexing, other related databases, catalogue, reference citation etc.

A dedicated SDI indexing team is working to include all of our journals in reputed indexing services or journal evaluation services or catalogue or reference citations, etc. **Authors should cross-check the authenticity of claims of indexing before submitting to any publisher (including SDI). We strongly encourage authors to take 'informed decision' before submission of any manuscript. In order to help the authors to take 'informed decision', we are providing web-links/proofs beside most of our claims of indexing or journal evaluation services. In addition, authors should visit the official site of the indexing organization or journal evaluation services before submitting any manuscript. We hope scholarly communities will appreciate our efforts to maintain integrity and transparency.**

Index Copernicus ICV: 100.00

Proof: http://bit.ly/index-copernicus-jesbs (http://bit.ly/index-copernicus-jesbs)

CNKI (China) (https://eng.scholar.cnki.net/journal/index/SJDT227809980011)

Qualis (Brazilian index) (https://drive.google.com/file/d/1GwDwVFdAg_ak42ZtzINAICTC5d0GFWZ2/view)

NAAS score: 4.24 (2020) (Proof: https://tinyurl.com/NAAS-2020 (https://tinyurl.com/NAAS-2020))

Google Scholar (https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=site%3Ajournaljesbs.com&btnG=)
https://scholar.google.com (https://scholar.google.com/citations?hl=en&view_op=search_venues&vq=Journal+of+Education%2C+Society+and+Behavioural+Science&btnG=) (h5-index: 9 (https://scholar.google.com/citations?hl=en&view_op=list_hcore&venue=e4-XnB4CkA4J.2019) and h5-median: 11)

SHERPA/RoMEO (UK) (http://www.sherpa.ac.uk/romeo/index.php)

CrossRef (https://www.crossref.org/)

Microsoft Academic (https://academic.microsoft.com)

Journalseek (http://journalseek.net/)

Citefactor (https://www.citefactor.org/)

WorldCAT (https://www.worldcat.org/)

ResearchGate (https://www.researchgate.net/)

ACADEMIA (https://www.academia.edu)

iSEEK (http://education.iseek.com/iseek/home.page)

Semanticscholar (https://www.semanticscholar.org/)

RefSEEK (https://www.refseek.com/)

WorldWideScience (https://worldwidescience.org/)

Bielefeld Academic Search (https://www.base-search.net/)

AGRIS

HINARI

Analytical sciences digital library

CiteSeerX (https://citeseerx.ist.psu.edu)

INSPIRE-HEP (https://citeseerx.ist.psu.edu)

Mendeley

OAIster

OpenSIGLE

Paperity

RePEc

SSRN

CORE (https://core.ac.uk/)

Baidu Scholar

Sparrho (https://www.sparrho.com/)

Make a Submission / Login (https://www.peerreviewcentral.com/page/manuscript-submission-guide)

Information

For Readers (https://journaljesbs.com/index.php/JESBS/information/readers)
For Authors (https://journaljesbs.com/index.php/JESBS/information/authors)
For Librarians (https://journaljesbs.com/index.php/JESBS/information/librarians)

Current Issue

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/atom)

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/rss2)

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/rss)

© Copyright 2010-Till Date, Journal of Education, Society and Behavioural Science. All rights reserved.

Journal of Education, Society and Behavioural Science

(https://journaljesbs.com/index.php/JESBS/index)

(https://journaljesbs.com/index.php/JESBS/issue/view/4561)

Submit Manuscript (http://www.peerreviewcentral.com/page/manuscript-submission-guide)

Subscription (https://journaljesbs.com/index.php/JESBS/subscription)

Open Access **Short Research Article**

The Earthquake Song to Improve Early Childhood's English Vocabularies in Indonesia (https://journaljesbs.com/index.php/JESBS/article/view/30136)

Pupung Puspa Ardini, Mohamad Topan Riswan Hela, Hijrah Syahputra, Rapi Us Djuko, Irvin Novita Arifin, Sri Wahyuningshih Laiya

Journal of Education, Society and Behavioural Science, Page 1-12
DOI: 10.9734/jesbs/2019/v30i430136 (https://doi.org/10.9734/jesbs/2019/v30i430136)
Published: 18 June 2019

Abstract () View Article (https://journaljesbs.com/index.php/JESBS/article/view/30136)

Open Access **Policy Article**

Strategically Leveraging Infrastructure and Financing Options for Sustainable Economic Growth in Resource-based Economies (https://journaljesbs.com/index.php/JESBS/article/view/30135)

Susan Smith Nash, Gary Stading, Larry R. Davis

Journal of Education, Society and Behavioural Science, Page 1-12
DOI: 10.9734/jesbs/2019/v30i430135 (https://doi.org/10.9734/jesbs/2019/v30i430135)

Published: 3 June 2019

Abstract ( ) View Article (https://journaljesbs.com/index.php/JESBS/article/view/30135)

Open Access **Original Research Article**

Grit in Online Education (https://journaljesbs.com/index.php/JESBS/article/view/30132)

Nicole Buzzetto-Hollywood, Kathy Quinn, Wendy Wang, Austin Hill

Journal of Education, Society and Behavioural Science, Page 1-11
DOI: 10.9734/jesbs/2019/v30i430132 (https://doi.org/10.9734/jesbs/2019/v30i430132)
Published: 18 May 2019

Abstract ( ) View Article (https://journaljesbs.com/index.php/JESBS/article/view/30132)

Open Access **Original Research Article**

Psychometric Properties of Iranian Elder Abuse Questionnaire (Long Form) (https://journaljesbs.com/index.php/JESBS/article/view/30133)

Shahrbanoo Ghahari, Maryam Yeke Fallah, Abouzar Nouri Talemi, Mehran Zarghami, Fatemeh Viesy, Nooshin Khademolreza, Raoofeh Ghayoomi

Journal of Education, Society and Behavioural Science, Page 1-9
DOI: 10.9734/jesbs/2019/v30i430133 (https://doi.org/10.9734/jesbs/2019/v30i430133)
Published: 20 May 2019

Abstract ( ) View Article (https://journaljesbs.com/index.php/JESBS/article/view/30133)

Open Access **Original Research Article**

Providing Information through Smart Platforms: An Applied Study on Academic Libraries in Saudi Universities (https://journaljesbs.com/index.php/JESBS/article/view/30134)

Mohammed A. Abdulla, Abdulla M. Esmaeel

Journal of Education, Society and Behavioural Science, Page 1-24
DOI: 10.9734/jesbs/2019/v30i430134 (https://doi.org/10.9734/jesbs/2019/v30i430134)
Published: 1 June 2019

Abstract ( ) View Article (https://journaljesbs.com/index.php/JESBS/article/view/30134)

Make a Submission / Login (https://www.peerreviewcentral.com/page/manuscript-submission-guide)

Information

For Readers (https://journaljesbs.com/index.php/JESBS/information/readers)

For Authors
(https://journaljesbs.com/index.php/JESBS/information/authors)
For Librarians
(https://journaljesbs.com/index.php/JESBS/information/librarians)

Current Issue

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/atom)

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/rss2)

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/rss)

© Copyright 2010-Till Date, Journal of Education, Society and Behavioural Science. All rights reserved.

Journal of Education, Society and Behavioural Science

(https://journaljesbs.com/index.php/JESBS/index)

(https://journaljesbs.com/index.php/JESBS/issue/view/4561)

Submit Manuscript (http://www.peerreviewcentral.com/page/manuscript-submission-guide)

Subscription (https://journaljesbs.com/index.php/JESBS/subscription)

- ✔ **Home Page** (https://journaljesbs.com/index.php/JESBS/index)
- ✔ **Author Guidelines** (https://journaljesbs.com/index.php/JESBS/about/submissions)
- ✔ **Editorial Board Member** (https://journaljesbs.com/index.php/JESBS/about/editorialTeam)
- ✔ **Editorial Policy** (https://journaljesbs.com/index.php/JESBS/editorial-policy)
- ✔ **Propose a Special Issue** (https://journaljesbs.com/index.php/JESBS/propose-a-special-issue)
- ✔ **Membership** (https://journaljesbs.com/index.php/JESBS/membership-page)

OPEN ACCESS

The Earthquake Song to Improve Early Childhood's English Vocabularies in Indonesia

Pupung Puspa Ardini ; Mohamad Topan Riswan Hela ; Hijrah Syahputra ; Rapi Us Djuko ; Irvin Novita Arifin ; Sri Wahyuningshih Laiya

Journal of Education, Society and Behavioural Science, Page 1-12
DOI: 10.9734/jesbs/2019/v30i430136 (https://doi.org/10.9734/jesbs/2019/v30i430136)
Published: 18 June 2019

Abstract

The research was conducted with the aim to know the effect of music and movement on the vocabulary abilities of english words of early childhood in kindergarten of children 5-6 years old in Indonesia. This is an experimental research using pretest-posttest design. This research was conducted On January and early February 2019. The subjects of this study were group B, which amounted to 30 children 16 boys and 14 girls. The object of this research is the ability of english vocabulary in children. the data about the ability of english vocabulary of children through giving the performance assessment instruments. From the results of the research obtained, the influence between music and movement on the english vocabulary abilities of children with PV values = 5.311 with a total R-value of 68 or 0.683 r is higher than r-total using polled variance with a significance level of 5% or 0, 05. While the results of the t-test show that the value of t = -8.34 and t-table 0.683, in other words, the t-score is higher than the t-table or p-value> alpha then H0 is rejected or Ha is accepted. There is an influence of motion and song on children's vocabulary abilities in kindergarten of children 5-6 years old. Through music and movement, children can learn vocabulary effectively and concretely. Children do every component of language, listening, speaking, reading, and writing also moving.

Keywords: Early childhood; English; vocabulary skills; movement; song; 5-6 years old

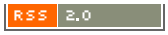
Make a Submission / Login (https://www.peerreviewcentral.com/page/manuscript-submission-guide)

Information

For Readers (https://journaljesbs.com/index.php/JESBS/information/readers)
For Authors (https://journaljesbs.com/index.php/JESBS/information/authors)
For Librarians (https://journaljesbs.com/index.php/JESBS/information/librarians)

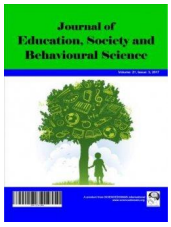
Current Issue

ATOM 1.0 (https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/atom)


(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/rss2)

(https://journaljesbs.com/index.php/JESBS/gateway/plugin/WebFeedGatewayPlugin/rss)

© Copyright 2010-Till Date, Journal of Education, Society and Behavioural Science. All rights reserved.



Journal of Education, Society and Behavioural Science

30(4): 1-12, 2019; Article no.JESBS.49330
ISSN: 2456-981X
(Past name: British Journal of Education, Society & Behavioural Science, Past ISSN: 2278-0998)

The *Earthquake* Song to Improve Early Childhood's English Vocabularies in Indonesia

Pupung Puspa Ardini[1*], Mohamad Topan Riswan Hela[1], Hijrah Syahputra[2], Rapi Us Djuko[1], Irvin Novita Arifin[1] and Sri Wahyuningshih Laiya[1]

[1]Early Childhood Education Department, Universitas Negeri Gorontalo Jalan Jenderal Sudirman Number 6, Gorontalo, 96128, Indonesia.
[2]Public Vocational High School of Gorontalo, Indonesia.

Authors' contributions

This work was carried out in collaboration among all authors. Author PPA designed the study, performed the statistical analysis, wrote the protocol and wrote the first draft of the manuscript. Author MTRH wrote the first draft of manuscript and created the treatment of research. Author HS designed the flowchart of video and managed the analyses of the study. Author RUD managed the analyses of the study. Authors INA and SWL did the validity test. All authors managed the literature searches, read and approved the final manuscript.

Article Information

DOI: 10.9734/JESBS/2019/v30i430136
Editor(s):
(1) Dr. Oyedunni Arulogun, Professor, Department of Health Promotion and Education, University of Ibadan, Nigeria.
Reviewers:
(1) Saidna Zulfiqar Bin Tahir, Universitas Iqra Buru, Indonesia.
(2) E. Seda KOÇ, Turkey.
(3) Marcelo Simões Mendes, University of Sorocaba, Brazil.
Complete Peer review History: http://www.sdiarticle3.com/review-history/49330

Short Research Article

Received 25 March 2019
Accepted 03 June 2019
Published 18 June 2019

ABSTRACT

The research was conducted with the aim to know the effect of music and movement on the vocabulary abilities of english words of early childhood in kindergarten of children 5-6 years old in Indonesia. This is an experimental research using pretest-posttest design. This research was conducted On January and early February 2019. The subjects of this study were group B, which amounted to 30 children 16 boys and 14 girls. The object of this research is the ability of english vocabulary in children. the data about the ability of english vocabulary of children through giving the performance assessment instruments. From the results of the research obtained, the influence between music and movement on the english vocabulary abilities of children with PV values = 5.311 with a total R-value of 68 or 0.683 r is higher than r-total using polled variance with a significance level of 5% or 0, 05. While the results of the t-test show that the value of t = -8.34 and t-table 0.683,

**Corresponding author: E-mail: pupung.p.ardin@ung.ac.id;*

in other words, the t-score is higher than the t-table or p-value> alpha then H0 is rejected or Ha is accepted. There is an influence of motion and song on children's vocabulary abilities in kindergarten of children 5-6 years old. Through music and movement, children can learn vocabulary effectively and concretely. Children do every component of language, listening, speaking, reading, and writing also moving.

Keywords: Early childhood; English; vocabulary skills; movement; song; 5-6 years old.

1. INTRODUCTION

Education is very important for human because the essence of education is not only about learning but how we can implement the values in life. According to UNESCO, Education should be built on four pillars, namely learning to know, learning to do, learning to be, and learning to live together. In essence, the human learning process must last throughout life [1]. Education must be done from an early age to create the best quality generation and has a strong character. So that, children need the early childhood education.

Early childhood education is an education which is the first education or foundation of the pillars that will be faced for the children of the nation. Education must be achieved well with existing harmony. Early childhood education is done to improve the quality of education in Indonesia and by anticipating a large number of children who experience school dropouts. It can cause a number of trigger factors for children not to develop according to their stages. The era of Globalization is the period or period of time for the process of disseminating new elements, especially those concerning information globally through print and electronic media [2]. Globalization is formed by progress in the world of communication. There are also those that define globalization as the loss of space and time due to advances in information technology. The progress of science and technology accompanied by the progress of globalization of the world has its own impact on the world of education. Personal Growth conducted a small survey of MEA and Indonesia with a total of 46 Indonesian citizens (WNI), the majority of whom were domiciled in Jakarta with ages ranging from 15 to> 56 years. As a result, 65% of respondents said Indonesia was not ready to face the MEA, 26% of respondents said Indonesia was ready to face the MEA, and 9% of other respondents answered others (do not know, or 50-50). Respondents considered that Indonesian unpreparedness was caused by several factors, among others: Lack of a sense of nationalism towards Indonesia, Human Resources (HR) Indonesia was not yet competent: the level of education, especially in the use of English, community skills was not evenly distributed. This is characterized by the pleasure of complaining without seeking a solution, unsupportive in competition, narrow mindset, corruption, dishonesty, laziness, undisciplined, not knowing to maintain and respect Natural Resources (SDA), more consumptive than productive.

The concept of early childhood education in Indonesia includes education from the age of birth to six years. So it might be more appropriate to say education before childhood. Before the age of two, his name was not a child but informed. In the United States, early childhood education up to the age of seven to eight years old or until the third grade of elementary school. Entering in the era of globalization, English is not considered something foreign to education in Indonesia. In the past English was considered a difficult subject to understand. However, along with technological developments that demand the need to master English, the curriculum in the world of education began to change. English, which was initially introduced to junior high school students, has now been introduced to elementary school students even students who are still in kindergarten or playgroup have been introduced to this foreign language even though the learning context is still learning while playing [3].

Learning English as a second language needs to be studied from an early age before individuals enter puberty. If you have reached puberty there will be many obstacles that are faced so that the results obtained are not optimal, especially in mastering the pronunciation of pronouncing the foreign language [4]. English is a foreign language so the learning process must be done in stages which are appropriate to the age of the child. In addition, a pleasant learning situation must be the main concern in the success of a learning process. Child development if it is connected with music and movement by earthquake song in the English version for children, it will be more directed and accustomed if the stimulation is balanced and moreover it has

become a habit. Children will interact and communicate directly by doing self-improvement efforts. One of them is through the introduction of English vocabulary through motion and song because thus foreign languages become one of the important aspects as the main capital of excellence in high-quality human resources. English is also one of the international languages set by the United Nations.

Indonesia is one of the countries that are in between major tectonic plates Indo Australian plate, the Eurasian and Pacific. In Indonesia Often happen natural disasters, especially tectonic and volcanic earthquakes. The frequent occurrence of natural phenomena requires efforts to reduce the risk of disasters that can occur. Because of the theme of the song is *Earthquake*. Another problem is In Indonesia, the curriculum on earthquake risk reduction for preschool children has not been widely studied. The National Disaster Management Agency has already designed but it is for elementary school students. Disaster risk reduction programs require special designs that are appropriate to the pre-school development stage. In this case for children aged 4 to 6 years or at the level of kindergarten. Early Childhood needs to be given a learning experience about protecting themselves in the event of a disaster and how to save themselves by reducing the risks that occur. Not only scientifically but also practically practiced directly. The results of this research are the prototype of earthquake risk reduction curriculum, technical manual for earthquake disaster risk reduction for teachers, child worksheets related to the technical implementation of earthquake risk reduction, and video management of earthquake risk reduction [5].

Based on the data/facts and conditions in the field, the research conducted through motion and video-based songs and their influence on English vocabulary skills of children aged 5-6 years old in Indonesia. Through music and movement, children can learn vocabulary effectively and concretely. Children do every component of language, listening, speaking, reading, and writing. So, there is a research question should be answered, is there any influence between movements and songs on the English vocabulary skills of kindergarten children in Indonesia?

2. METHODS

The research method used in this study is the experimental method. The research design used in this study was a one-step pretest-posttest design. This research was conducted in one group only. In this group, the initial test or pre-test was given using a questionnaire, then given treatment for a period of time using the Motion and song method, then given the last test or post-test. The research design is as follows in Table 1:

Table 1. One group pretest-posttest design

Pre-test	*Treatment*	*Post-test*
X_1	T	X_2

Information:

X1: Pre-test (before treatment) English vocabulary ability before treatment
X2: Post-test (after treatment) English vocabulary ability after being treated
T: the Earthquake song

In this research, data collection techniques that will be used in this study are: using performance tests, Tests are systematic procedures in which individuals tested are represented by a set of simulation answers that can show numbers. In the test planned according to the choice of the heart and mind of the subject to describe the response which is then processed by the researcher systematically towards a direction of conclusions that describe the behavior of the subject. Performance tests are tests that require tests to move or use objects or arrangement of parts that are done correctly.

The instruments used by researchers are motion and song. This task is used during the pre-test and post-test which aims to reveal the child's initial abilities and final abilities after being treated. The following is a grid of instruments to assess the ability of English vocabulary through movement and song of group B in Damhil Kindergarten of Gorontalo State University has been consulted.

2.1 The Treatment

This research was conducted at Damhil Kindergarten in Indonesia in January and early February 2019. The subjects of this study were group B, which amounted to 30 children 16 boys and 14 girls. This study was conducted for 8 days, 1 day before being given treatment (pretest) and 7 other days after being given treatment (posttest) and the remaining time

available to assess what would be the subject of the study.

From the results of the study showed that there was a significant effect that the ability of English vocabulary group B before and after treatment. The pretest is a study before the treatment or learning process takes place as usual, while posttest is a study after being treated. The treatment design is as follows in Table 2.

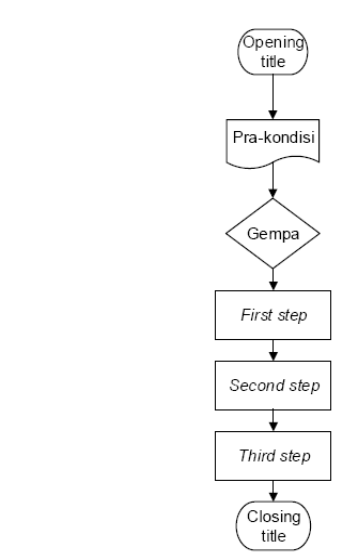


Fig. 1. Flowchart design of video of Earthquake song

The Song was created for 2 months, on October 4, 2018, starting from the preparation of creating song lyrics, instruments that will be used so that it can create harmony with the song lyrics. The first step the author creates song lyrics starting from singing, and then created the songs that are quite synchronous with the theme of the discussion.

This study aims to see the effect of motion and song on children's English vocabulary abilities, and the background of making the Song Earthquake, so that the author gave the song title EARTHQUAKE.A month ago EARTHQUAKE's song lyrics were ready and the note-taking was ready, only a few were unable to write the writer to want to use an appropriate musical instrument and those who did not use large equipment due to limited funds, on 12 November 2018 the research team decided to use a guitar tool and easy to get.

Furthermore, the recording process of sufficiently quiet time is the right time for recording clarity and not too noisy. Only with five repetitions right on the sixth repetition. The EARTHQUAKE song is ready to use but previously the writer and colleagues who played the guitar made two recordings because the EARTHQUAKE song was made by the author into two versions namely Song version and karaoke version to be applied when going down the field not only that the team hope to introduce EARTHQUAKE songs to all, especially to early childhood teachers.

In addition, the song making process is complete, the team does not only make the song, but the team also makes an animated video of how the cycle of earthquakes and how to protect themselves to avoid collapse so that it can be useful for everyone (Hafteck, 1997). The Flowchart is as follows in Fig. 1.

3. RESULTS

Before conducting the research, the researcher first tests the instrument used. Next, the normality test and hypothesis test are carried out. Data obtained from this assessment are quantitative data. Quantitative data here are the results of the initial test and the final test of the child's English vocabulary abilities. In processing this quantitative data using the help of the Windows Microsoft Excel 2007 Computer program.

To obtain reliable results that are accounted for, then first the tests that have been prepared are tested on respondents who are not included in the study respondents. Of the 8 items that were tested, 6 items that are declared valid and 2 statements are declared invalid, namely the child follows the teacher's instructions correctly in English (Q4) and the child sings the song and moves correctly in English (Q5).

The reliable instrument is that there are similarities in data at different times. Thus testing the reliability of the instrument in this study using the Cronbach alpha formula. Testing reliability for items or statements in this study using the Cronbach Alpha coefficient formula is used with a value of 0.6 assuming that the list of statements tested will be reliable if the value of Cronbach Alpha ≥ 0.6 If r-count is 11> r- table then the instrument is said to be reliable and vice versa if r-count 11 < r-table the instrument said is not reliable.

a) **Pre-test reliability:** Based on the results obtained from the formula the Cronbach alpha coefficient results from the pretest which is 0.41

b) **Post-test reliability:** Based on the results obtained from the formula, the Cronbach alpha coefficient results from the pretest, which is 0.64

The technique of implementing hypothesis testing analysis is to compare the first measurement before treatment and measurement after treatment of the research sample. The analysis technique used by the t-test is the signification test which functions to find the meaning of the effect of variable X on Y, tested by the signification test using the formula for paired samples.

Then the price of t count is compared to t-table. To determine the t table value can be searched using the distribution of t-table by utilizing of a significant level a = 0.10 / 2 = 0.05 (two sides), then look for the t table in the distribution of t table. The result is as follows in Table 3.

In this research, there are two variables, namely motion and song independent variables or independent variables and the ability of English vocabulary as the dependent variable or dependent variable. In this study, the level of English vocabulary ability can be learned from motion and song. Data descriptions are needed to support the research results through preliminary observations and checklists. Data descriptions are needed to see mean, median, mode and standard deviation (SD) values. To get the calculation of X variable data and Y variable, the calculation is done using descriptive data analysis, statistics on Windows computer programs, Ms. Excel 2007.

Table 2. The treatment design

The Treatment Earthquake song	1. The teacher prepares Infocus 2. The teacher prepares the speaker 3. The teacher prepares a worksheet on Earthquake Images. 4. The teacher asks the child to pay attention to the animated video about the earthquake. 5. The teacher asks the child to pair the picture with the sentence provided 6. The teacher asks the child to demonstrate when an earthquake occurs when the earthquake song is played 7. The teacher asks the child to recite sentences in English 8. The teacher adjusts the time and mission of the success of moving to learn in English
Treatment giver	Teacher
The number of treatment	Eight times treatment The time every treatment : 30 minutes 8X 30 = 240minutes/ half hour.
Evaluation	Pretest & Postest Performance test before and after the teratment (music and movement by the earthquake song)

Table 3. Pre-test and Post test data of the english vocabulary ability

Pre-test	**Post-tes**
- Mean = 11,56 - Variance= 4,25 - Observation=25 - pearson correlation= 5,311 Degree freedom= 53 T-stat= -8,34 P(T)= 1,59 T-critical= 1,67	Mean= 16.76666667 Variance= 6.185057471 Observation= 30

Based on the results of the significant test obtained the value of t arithmetic = -8.34 while the t-table value at α = 0.05 is equal to 0.683. So t-count ≤ t-table -8.34 ≤ 0.683 or p-value> alpha 0.30 <0.05 in other words t-count ≤ t table then H0 is rejected or Ha is accepted meaning there is the influence of motion and song on English vocabulary abilities of children in Kindergarten was accepted.

4. DISCUSSION

The discussion in the study refers to the research hypothesis, which states that there is an influence between motion and song on the English vocabulary abilities of children with PV values = 5.311 with the r-total value of 68 0.683 or r> r-total using polled variance with the significance level of 5% or 0, 05. While the results of the t-test indicate that the value of t = -8.34 and t-table 0.683, in other words, t-count bigger than t-table or p-value> alpha then H0 is rejected or Ha is accepted which means there is influence of movement and music on children's vocabulary abilities in Kindergarten of Group aged 5-6 years are accepted.

Vocabulary is a collection of words that are owned by a language that gives meaning if we use the language. Vocabulary is the number of all words in a sentence language also includes the ability of words that have been known and can be used by someone in speaking and writing activities [6]. Children at the age of 3-5 years are at a time when the mastery of the main tasks in speaking is developing rapidly, namely adding vocabulary to the addition of word pronunciation and combining words into sentences Mastery of new vocabulary and new meanings. Children aged 3-5 years generally can pronounce more than 2500 vocabulary words [7].

4.1 The Ability of English Vocabulary

Ability comes from the word "Able" which means power (able to do something, can). Ability is the ability to do something. Someone is said to be capable if he can do something he has to do [8]. Connects ability with the word proficiency. Every individual has different skills in carrying out an action. These skills influence the potential that exists in the individual. The learning process enables children to optimize all the skills they have. The meaning of ability, in this case, is how the children with their creative power and the potential can foster their imagination that is needed in growth and development.

The ability of each person is not the same, some have high abilities, some are moderate, and some are low. Moreover, there is not everyone has a high intensity of ability in every job [9]. A person who has the ability for a field of work, and has a talent for the job, usually the achievement achieved in that field. So is the case with a teacher who conducts teaching activities, so it is likely that all efforts made to motivate children's learning will succeed. Someone's achievements, among others, are determined by intelligence and intellectual abilities. As a teacher, in addition to knowledge and skills, other requirements needed are abilities.

Vocabulary is a number of all words in a language, which is also the ability of words that are owned, known, and used by someone in speaking, listening. For early childhood, vocabulary skills are important enough to be able to study well. [10]. That vocabulary is an element of language that is very important because a person's thoughts can only be understood by others if expressed using vocabulary. The development of one's vocabulary mastery influences the ability and skill to express ideas and precisely.

Vocabulary is words or phrases that label each part of the material of everything to explain objects, attitudes of events and ideas that are abstract and to communicate so vocabulary becomes an important aspect of learning languages, especially foreign languages. According to Berk [11] *"Vocabulary is the content and function on words of a language which are learned so throw that they become a part of a child understanding, speaking and letter, reading and writing. Vocabulary is the word having meaning, when heard or seen though proceed even not proceed by the individual himself to communicate other."*

Vocabulary can also be said as a whole word in a particular language or field that is in it [12]. Vocabulary is part of a language that underlies the understanding of the language. The vocabulary quality that students have affects four language skills, namely, listening, speaking, reading and writing. Reveals that vocabulary can be interpreted as all words contained in a language, the wealth of words possessed by a speaker/writer of words used in a field of science and a list of words arranged like a dictionary accompanied by a brief explanation and practice.

Mastery of foreign languages, namely English, is considered very important to support the career

and professional life of children later in adulthood. So parents do not hesitate to send their children to the Play Group or kindergarten that teaches foreign languages (English) or enrolls them in courses held by language institutions. Given that English is a foreign language in Indonesia, the learning process must be done in stages. The choice of material that is appropriate to the age of the child and a pleasant learning situation must be a major concern in the success of a learning process [13].

4.2 Music and Movement

Motion is an activity that will never be separated from a classroom learning process for early childhood. This is because the motion is part of the natural existence of early childhood, while songs are a means of developing these natural talents. Seefeldt and Wasik [14] suggest that motion is part of the natural existence of children aged three, four and five years. Children aged three and four years ran and threw their bodies to and fro in classrooms and playgrounds. Five-year-olds seemed to jump up and down, prancing and circling rather than walking normally. The perpetual motion machine (early childhood) requires guidance in learning to move as in school.

Motion is and diverts fear, sadness, anger, pleasure, and so on. Motion is also an expression of liberation from the shackles of helplessness, symbolism, "displacement" and catharsis especially in children who express themselves directly and effectively through movement [15]. Motion becomes a very creative thing when combined with music that children interpret according to their own ways. However, before the child can make this expressive motion, he must first master the variations of his body movements. In this way, he can recognize himself and realize that "Mood" and certain feelings can be released through expressive movements. By learning through movement, children can learn about themselves and their world [4]. Motion activity, plays an important role in psychomotor development, cognitive abilities and affective abilities. Experience in motion allows children to explore and solve problems, something very valuable for children also provides opportunities in their intellectual abilities, where children must hear, understand, and understand the meaning of the instructions given. Experience in motion also develops the power of his imagination because he has to use his five senses, with the eyes, smelling, feeling, hearing, the feeling to form a body movement.

Early childhood will be able to learn to control their movements by connecting to the music and using movements to express their feelings and ideas. provides a variety of motion designs by paying attention to the anatomy of the body and limbs, namely head shake, hip shake, hand movements, foot movements and so on [16]. Motion is a change in the position of an object. When the position changes, it means that there is an initial position and an end position. The initial position in motion is termed as a reference point. Another example is when we blink, we have moved the eyelid with the petal reference point open.

Moving actively, running, jumping, rolling, etc. are children's natural activities, which indicates that they are in a healthy condition, children really like to move freely, play chases, play games, play war, can be as media in helping children's motor growth. Children's daily activities related to motion according to Strickland [14], teachers should be able to control their activities or movements, by relating them to music, using movements to express their feelings, thoughts and ideas.

Music can be likened to the language of emotions. Music can provide pleasure both for those who hear it and for those who play it [17]. Many people get very good pleasure in direct contact with music such as singing, clapping, laughing, rocking, jumping, spinning, marching, dancing, dancing, or other behavior. Playing music creates excitement (enthusiasm), eliminates tension and provides a comfortable atmosphere. Music also has the effect of channeling feelings, emotional release, growing Interest in self expression and more satisfactory interpersonal relationship [18]. Music can provide feelings of satisfaction and a feeling of comfort and can be therapeutic as well. Music encourages children to get the opportunity to express themselves. Music also allows children to release emotions that are held back or emit emotions that cannot be accepted by the environment. Music is a medium for self-expression and recreation needed by children. So that children who listen to music can respond to the rhythm in various ways to clap, jump, chuckle, and so on. In order for rhythmic exercise to get maximum results, the music accompaniment in training must have a tempo that allows the child to adjust his movements

(usually fast tempo). The rhythm must be "steady" so that no attention can interfere with movement, good quality, the tone is not flat, and contains a strong rhythm.

As an effort to support a child's ability to move well, it is necessary to have concrete stimulus activities, namely singing a song. Related to the song, music takes place spontaneously throughout the day when children and the role of the teacher are singing again to each other or themselves [17]. Even though the teachers were not musicians, they were able to find ways to introduce songs to children and sing with children. Besides that also, emphasizes that words and movements in songs must match the stages of the child's age, the child's difficulty level, and preferably a somewhat repetitive movement.

Based on the opinions of these experts, it can be concluded that songs can stimulate children's language skills. Motion and song are changes in position made by children following the lyrics of the songs sung by the teacher based on the themes taught in class to stimulate children's vocabulary abilities.

4.3 Bilingual

Bilingual is the ability to use two languages. This ability is not only in speaking and writing but also the ability to understand what others communicate verbally and also in writing. Children who have bilingual abilities understand foreign languages well as children understand their mother tongue [7] (Hurlock, 2006). Bilingualism becomes fluent in two languages and is increasingly common, has long been the norm in several parts of the world. For example, around 20% of children in the United States do not speak English as a first language, with this number rising sharply to between 33% and 43% in some states, such as California, New Mexico, and Texas [19]. In some European countries, such as Switzerland and Luxembourg, people usually speak three or four languages. It has been a long debate about the benefits and disadvantages of bilingualism, should children be taught a second language early, when they are "prime" for language learning or will learn a second language before they master first they have long-lasting effects? This question has attracted the attention of psychologists and educators, and the conclusion seems to be that bilingualism has costs and benefits.

There are various ways to be bilingual, and there are various types of bilingualism. For example, in simultaneous bilingualism, children are exposed from birth to two languages. On the contrary, in sequential bilingualism, children learn the second language after mastering the first. Bilingual simultaneously generally acquire–two languages separately and shows relatively few disorders of one language [19]. Children who are learning two languages at the same time make some temporary mistakes, such as when they apply rules from one language to another. For example, in Spanish, adjectives come after a noun (Roja flour) while in English the order is reversed (red flower). It's not strange to hear Spanish / English speaking children say red flowers or Roja flour when he learns two languages together.

In addition, bilingual children simultaneously often have a fewer vocabulary in both languages and a slight delay in syntactic development compared with monolingual children, but age 8 or more, usually there is no difference between them and monolingual children. Bilingual of all ages are also slower than monolingual when taking individual words from their long-term memories. Studying two languages, whether simultaneously or sequentially, requires more effort than learning one. However, even with greater effort and, for sequential bilingualism, low development in vocabulary and syntactic development, there are many benefits, bilingual can recognize a wider range of phonemes than monolinguals and they often develop higher sensitivity that looms cultural values and speakers from the two languages they master [19]. Bilingual children and adults show a higher level of metalinguistic awareness than monolingual children, which has been associated with more exceptional ability to read and write.

5. CONCLUSION

Based on the results of the research conducted in the previous discussion conclusions can be drawn, namely, there is an influence between music and movement on children's English vocabulary abilities. Through music and movement, children can learn vocabulary effectively and concretely. Children do every component—of language, listening, speaking, reading, and writing also moving.

This is evidenced by the value of the PV score = 5.311 with a total R-value of 68 0.683 or r> r-total using polled variance with a significance level of

5% or 0.05. While the results of the t-test show that the value of t-count = -8.34 and t-table 0.683 in other words t-count ≤ t-table or p-value> alpha then H0 is rejected or Ha is accepted meaning there is the influence of music and movement on English vocabulary skills of children in kindergarten are accepted.

The suggestions in this study are as follows:

1. The teacher can use songs in English to practice English vocabulary skills.
2. The teacher can take alternatives other than using the method explained.
3. Children can be given interesting learning methods to be able to improve their vocabulary skills to discuss English children.
4. This research can be used as a reference on how to improve children's English vocabulary skills through music and movement.

ACKNOWLEDGEMENT

We Would like to thank the involvement of songwriters and those who are the object of this research, starting from the school which is the application of Earthquake songs, namely Damhil Kindergarden. We would like to thank the animated video actors of the steps to protect themselves from earthquakes there are El Fata Hikari Syaputr and En Nisa Megumi Syahputri. The last but not least we wolud like to thank the song composer Ismail B Lintak.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

REFERENCES

1. Laksana, Sigit Dwi. Integrasi empat pilar Pendidikan (UNESCO) dan tiga pilar pendidikan Islam. Al Idarah Jurnal Kependidikan Islam. 2016;6(1):27.
   DOI: 10.24042/alidarah.v6il.7789
2. Young, Susan. Towards construction of musical childhoods: Diversity and digital technology. Journal Early Childhood Developement and Care. 2009;179(6):695-705.
3. Cabbel, Sonia Q, et al. Teacher-child conversation in preschool classrooms contibutions to childrens vocabulary development. Early Childhood Research Quarterly. 2015;30(Part A):80-92.
4. Crain, William. Theories of development: Concepts and applications. Yogyakarta: Pustaka Pelajar. 2007;209-520.
5. Available:https://www.bnpb.go.id/1999-kejadian-bencana-selama-tahun-2018-ribuan-korban-meninggal-dunia
6. Wright, Tanya S, Neuman, Susan B. Paucity and disparity in kindergarden vocabulary instruction. Sage Journal. 2014;46(3):330-357.
   DOI: 10.1177/1086296X14551474
7. Hurlock, Elizabeth B. Children development IST. Jakarta: Erlangga. 2006;215.
8. Morris, Peter. Power: A philosophical analysis. Manchaster: Manchaster University Press. 1987;32.
9. Moll, Luis C. L. S. Vygostsky and Education. New York and London: Taylor and Francis. 2014;206.
10. Graves, Michael F. Vocabulary book: Learning and instruction. New York: Teachers College Columbia University. 2006;2.
11. Berk, Laura E. Child development (Seventh Edition), USA: Pearson International Edition. 2006;218.
12. Webb Stuart, Nation Paul. How vocabulary is learned. Oxford: Oxford University Press. 2017;4.
13. Salmon, Angela. Using music to promote children thingking and enhance their literacy development. Early Childhood Development and Care Journal. 2010;180(7):75.
14. See Feldt Carol dan Wasik A. Barbara. Pendidikan Anak Usia Dini. Jakarta: PT Rineka Cipta. 2008;304.
15. Zatsiosky, Vladimir M. Kinetics of human motion. The Pennsylvania State University. 2002;1.
16. Mc Narmey, Shelly, et al. Supporting literacy in preschool: Using a teacher-observation tool to guide professional development. Journal of Early Childhood Teacher Education. 2006;27(1):19-34.
17. Ahmad, Nawaz, Rana, Afsheen. Impact of music on mood: Empirical investigation, research on humanities and social science. 2015;5(21):98.

18. Vidas, Dianna, Dingle, Genevieve A, Nelson, Nicole L. Children's recogntition of emotion in music and speech. Journal of Music and Science. 2018;1:1-10.

19. Lewis, Kelly, Davies, Ian. Understanding media opinion on Bilingual education in the United States. Journal of Social Science Education. 2018;17(4):32-49.

APPENDIX

"Mohamad Topan Riswan Hela"
"EARTHQUAKE"
(english version)

Hey, My Friends We All Have To Be Allert To Eartquake
When The Eartquake Shakes The Ground
Ler's All Run To Avoid Colapsing
Don't Panic Lets Hide Under The Table
And Hold His Legs
So We Safe The Eartquake …..
Eartquake ,,,, Yessss

"Mohamad Topan Riswan Hela"
"Gempa Bumi"
(in Bahasa Version)

Hey kawan kita semua harus waspada kepada gempa
Ketika genpa menggetarkan tanahnya
Ayo semua kita lari-lari agar kita terhindar dari runtuhan
Jangan panik ayo sembunyi dibawah meja
Dan tahan kakinya
Agar terhindar dari gempa
Gempa,,, yeesss

THE WORKSHEET

Gempa Bumi

Mengurutkan Gambar Dalam Tulisan Dalam Bahasa Inggris Dengan Benar

RUN **HEAD** **SHAKE**

HIDE **EARTHQUAKE** **COVER**

© 2019 Ardini et al.; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (http://creativecommons.org/licenses/by/4.0), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

Peer-review history:
The peer review history for this paper can be accessed here:
http://www.sdiarticle3.com/review-history/49330