



## CREATING A SONG AND MOVEMENT VIDEO AS A MEDIA TO TEACH ENGLISH FOR EARLY CHILDHOOD

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### Abstract

This study addresses the need for innovative pedagogical tools in teaching English to young learners, particularly in the context of English as a foreign language. Given the widespread use of songs as a teaching tool, there is a notable scarcity of English songs designed for young learners in this context. To bridge this gap, this research aimed to develop an English song in the form of an animated video, accompanied by movements based on Total Physical Response (TPR). The study employed a Research and Development (R&D) approach, utilizing the Successive Approximation Model (SAM) as its framework. Data collection involved assessment sheets completed by English experts, which provided valuable feedback on the product's feasibility. The results indicated that the animated video, entitled "My Beloved Family," was deemed suitable for early childhood education. The validation data revealed a high level of feasibility, with an average score of 89.00% across five indicators: diction, grammar, semantics, pronunciation, and recommendation. This score corresponds to the "very feasible" category, suggesting that the video is highly suitable for use in classroom settings for teaching English to very young learners.

Keywords: video; educational song; early childhood; movement

### INTRODUCTION

The learning process becomes friendly, fun, and enjoyable by incorporating songs into lessons, aligning perfectly with children's natural disposition (Hontarenko & Osmachko, 2024). To maximize its effectiveness, it's essential to strike a balance between education and entertainment. Research has consistently shown that songs yield successful learning outcomes (Rorintulus & Wuntu, 2023; Werner, 2020), making them an excellent educational tool. Through singing, students can practice various language skills, such as vocabulary mastery, pronunciation, listening, and speaking (Hamilton & Murphy, 2023; Kumar et al., 2022). Moreover, singing enhances listening skills by exposing students to diverse intonations and rhythms. The memorable nature of songs also enables students to retain lyrics in their short-term or long-term memory, serving as a valuable pedagogical tool with lasting benefits (Duan, 2021; Nafissi & Shafiee, 2020). By leveraging songs that match learning topics, educators can create a lasting impact on students' language acquisition.

Songs have a unique ability to be stored in both short-term and long-term memory, making them a valuable tool for language learning (Hamilton & Murphy, 2023; Williams, 2022). When students engage with songs relevant to their learning, the content is more likely to be retained, ultimately enhancing their language acquisition. Moreover, songs foster a relaxed and enjoyable learning environment, providing opportunities for

language practice through repetition. This repetition contributes to language association, assimilation, and phonological skills, making songs a multifaceted tool for language development.

Mastering pronunciation through songs can have a ripple effect, namely enhancing children's listening and speaking skills, which in turn lay the foundation for reading skills. Indeed, songs have been recognized as a valuable pedagogical tool in language learning. By engaging in singing, students can develop a range of language skills and competencies, including listening, speaking, reading, vocabulary acquisition, sentence structure comprehension, and pronunciation (Al-Smadi, 2020; Muhamad & Rahmat, 2020; Palupi et al., 2022). This multifaceted approach to language learning highlights the versatility and effectiveness of songs in promoting linguistic development.

When children learn English through singing songs accompanied by music, they have the opportunity to develop multiple intelligences, including verbal and intrapersonal intelligence (Bolt, 2021; Ernawati et al., 2019). Singing and listening to songs can enhance their growth and development, making it a recommended activity for early childhood and primary education. However, educators must exercise caution when selecting songs as teaching materials, considering the potential differences between written and spoken language vocabulary and sentence structures. Effective communication in the classroom relies on this awareness. Ultimately, the primary consideration in choosing educational songs should be the children's interest, which is often sparked by the harmonious relationship between lyrics and melody (Andayani, 2022; Torras Vila, 2021).

Educational children's songs in English are designed to facilitate effective learning by incorporating specific guidelines that cater to young learners' needs. These songs typically feature simple melodies within one octave, which are easy to follow and remember, as well as repetitive lyrics that emphasize key content and reinforce language patterns (Bautista & Ho, 2021; Sinaga, 2022; Wadiyo et al., 2022). Additionally, educational songs often employ straightforward sentence structures that aid comprehension and memorization, making it easier for children to understand and retain new language skills.

Key characteristics of educational songs include relevance to the learning topic, interest for both children and teachers, a cheerful atmosphere with a moderate tone, harmony between lyrics and melodies that suit children's characters, and the use of simple sentences to accommodate English language learners. These features not only make learning fun and engaging but also provide a supportive environment for language acquisition.

Given the importance of educational songs in teaching English as a foreign language, this research aims to develop an innovative and effective learning tool: an educational song in the form of an animation video. By combining engaging visuals with catchy melodies and meaningful lyrics, this animation video is designed to capture young learners' attention, promote language learning, and provide a fun and interactive experience. The development of this educational song video is expected to contribute to the growing body of research on effective language teaching methods and provide a valuable resource for teachers and learners alike. The utilization of audiovisual media, such as animation videos, has been shown to significantly enhance children's motivation to learn English (Adisti, 2022; Brame, 2016; Putra & Sujana, 2021). This is particularly pertinent in the context of early childhood education, where young learners are more likely to be engaged and motivated by interactive and visually stimulating materials.



Animation videos, in particular, offer a unique opportunity for children to learn English in a fun and interactive way, thereby facilitating a more effective and enjoyable learning experience.

Assumed the short attention span of young learners, it is essential that animation videos are designed to be concise and engaging, lasting around three minutes, and of high quality to facilitate faster learning and better retention. Research has shown that high-quality animation videos can have a positive impact on children's cognitive development, including improved memory retention and language skills. In light of these findings, this study aimed to develop English songs based on Total Physical Response (TPR) in animation videos. The TPR approach, which emphasizes the use of physical movement to facilitate language learning, has been shown to be an effective method for teaching English to young learners (Itmeizeh & Saleh Ibnian, 2022; Xie, 2021). By incorporating TPR into animation videos, this study sought to create an engaging and interactive learning tool that would motivate children to learn English while also developing their language skills.

## METHODS

The development of the animation video was guided by the Successive Approximation Model (SAM), a design model that emphasizes iterative design and development (Allen & Sites, 2012). This model is particularly well-suited for the development of educational materials, as it prioritizes flexibility, adaptability, and continuous improvement. The SAM model consists of three stages: preparation, iterative design, and iterative development, each of which plays a critical role in ensuring the effectiveness of the final product.

In the preparation stage, researchers gathered information from early childhood teachers on various aspects of children's lives, including their family life, English vocabulary, and music composition. This information was used to inform the design of the animation video, ensuring that it was tailored to the needs and interests of young learners. By gathering input from educators who work closely with this age group, the researchers were able to develop a product that was both relevant and engaging. This stage was crucial in laying the groundwork for the development of an animation video that would resonate with its target audience.

The iterative design stage was a pivotal phase in the development of the animation video, wherein a prototype was created and subjected to rigorous evaluation by two senior English experts. These experts played a crucial role in assessing the video's quality, employing a comprehensive framework that encompassed five critical aspects: diction, grammar, semantics, pronunciation, and recommendation. This multifaceted evaluation approach ensured that the video was scrutinized from various angles, providing a holistic understanding of its strengths and weaknesses.

The experts utilized a standardized scoring system, which enabled them to rate the video's quality using a four-point scale. Scores of 4, 3, 2, and 1 corresponded to excellent, good, fair, and poor, respectively, allowing for a nuanced assessment of the video's merits. This scoring system, which yielded percentage values, was grounded in established research methodologies (Creswell & Creswell, 2017; McCusker & Gunaydin, 2015), lending credibility and reliability to the evaluation process.

Following a thorough analysis of the assessment results, the researchers engaged in an iterative refinement process, wherein the design was repeatedly refined and adjusted

to ensure that the animation video optimally met the needs of young learners. This iterative process was a crucial aspect of the development stage, as it enabled the researchers to continually enhance the product's quality and effectiveness. The iterative development stage encompassed a range of activities, including the development of the song, the incorporation of Total Physical Response (TPR) movements into the animation video, and the conduct of trials and evaluations to assess the product's efficacy.

A total of 29 kindergarten students participated in this research, providing a diverse and representative sample for the study. The participants were drawn from two different institutions, namely TK Islam Nizamia Andalusia and TK Teratai Bhakti with 20 and 9 students, respectively. The sample included both male and female students, who would be utilizing the video as end-users, thereby providing valuable insights into its effectiveness and usability. To gather feedback from the students, a questionnaire was administered, focusing on four key aspects of the video: the song lyric, the music, the movement, and the video itself. This comprehensive evaluation framework allowed the researchers to assess the video's impact on the students' learning experience, identifying areas of strength and weakness.

Specifically, the sample consisted of students from Group B, with ages ranging from 6 to 7 years old. This demographic detail is significant, as it allowed the researchers to tailor the animation video to the cognitive and developmental needs of this age group. At this stage, children are beginning to develop their language skills, and the video was designed to support this process through engaging and interactive content. By focusing on this age group, the researchers were able to create a product that is both fun and educational, meeting the unique needs of young learners.

## **RESULT and DISCUSSION**

To produce English songs for children, we conducted a rigorous development process that consisted of three phases. In the preparation phase, researchers and teachers collaborated to determine the scope of the project, including the number of songs to create and the English vocabulary to be incorporated into the lyrics. Through this collaborative effort, we developed a song titled "My Beloved Family," which was designed to introduce young learners to simple vocabulary and sentence structures.

The song "My Beloved Family" was carefully crafted to focus on nouns that introduce family members, such as mommy, daddy, brother, and sister. Additionally, the song aimed to familiarize children with basic concepts of expressing emotions and actions, including "to hear," "to look at," "to give hugs," and "to love." By incorporating these themes, the song not only taught English vocabulary but also promoted family engagement and bonding. In developing the song's lyrics, we adhered to three key principles: simplicity, straightforwardness, and meaningfulness. These principles are supported by research that emphasizes the importance of using simple and clear language in children's educational materials (Purwanti, 2020; Wulandari et al., 2021). By using vocabulary that is easy to understand and remember, we aimed to create a song that would be both fun and educational for young learners.

Furthermore, we incorporated Total Physical Response (TPR) into the song to describe certain words and phrases, making it more engaging and interactive for children. TPR is a teaching method that involves using physical movements to reinforce language learning, and it has been shown to be effective in promoting language acquisition in young learners. By combining TPR with catchy melodies and meaningful lyrics, we aimed to



create a song that would not only teach English vocabulary but also promote physical activity and creativity.

Through the song "My Beloved Family," children are able to learn English vocabulary related to family relationships in an enjoyable and engaging way. The song provides a valuable opportunity for children to improve their knowledge of sentence structures, with explicit exposure to various linguistic elements. The repetition of words and phrases in the song enables children to remember them more easily, creating a comfortable and interactive learning environment where they can sing along and participate actively (Andayani, 2022; Lawson-Adams et al., 2022; Wadiyo et al., 2022).

The song's lyrics also employ a combination of declarative and imperative sentences, which encourages children to think creatively and respond to instructions. This approach not only teaches language skills but also promotes cognitive development and imagination. By using a mix of sentence types, the song creates a dynamic and engaging learning experience that caters to different learning styles.

To complement the song's lyrics, the music composition was carefully crafted with several key considerations in mind. Specifically, the music was designed to (1) Feature a male singer to provide a distinct vocal tone, (2) Incorporate dynamic elements that stimulate children's imagination and creativity, (3) Have a fast tempo that invites children to move enthusiastically and engage with the music, (4) Use a modest rhythm with repetition to create an easy-listening experience, (5) Feature a moderate melody that is both catchy and easy to follow, (6) Employ an uncomplicated music structure to achieve harmony between the lyrics and music.

During the iterative design stage, we developed a prototype that incorporated feedback from teachers, enabling us to refine the material and ensure its suitability for teaching English to children. Specifically, we made corrections to the diction, grammar, and sentence structures to guarantee accuracy and effectiveness (Husain et al., 2021; Rantung et al., 2023). Furthermore, we revised the song's tempo and rhythm to achieve synchronization with the movement creation, which proved to be a challenging yet crucial aspect of the design process. The successful coordination of song rhythm and movement was essential for creating an engaging and interactive language learning experience.

In the iterative development phase, we placed a strong emphasis on crafting engaging animation features that would captivate children's interest and facilitate effective learning. To achieve this, we carefully considered several key elements, including high-quality pictures, vivid colors, strategic placement of lyrics at the bottom of the screen, and clear vocabulary explanations. These design choices were informed by the goal of creating an immersive and interactive learning experience that would resonate with young learners.

Following the development of the animation video, we conducted a trial to assess its usefulness as a learning material for children. The results showed that the video provided a valuable opportunity for young learners to grasp the learning content immediately, leveraging the advancements in technology and information devices to make language knowledge transfer more practical and efficient (Laksmi et al., 2021; Pratama et al., 2024). By harnessing the potential of multimedia learning, we aimed to create a more engaging, effective, and enjoyable learning experience for children.

The trial demonstrated the potential of the animation video to support language learning in a fun and interactive way, highlighting the importance of incorporating technology-enhanced learning tools in educational settings. By continuing to refine and

improve our design, we can create high-quality learning materials that cater to the diverse needs of young learners and support their language development.

### **The Lyric**

This study focused on the development of an educational children's song, "My Beloved Family", designed to facilitate English language learning in early childhood education. The song's lyrics were carefully crafted to feature simple sentences and vocabulary, repetitive structures, and a cheerful tone, rendering them highly suitable for young learners. The primary objective of the song's design was to create an anxiety-free learning environment, capitalizing on the benefits of music in language acquisition.

A substantial body of research supports the effectiveness of songs in language learning, highlighting their capacity to enhance vocabulary retention, promote learner engagement, and facilitate long-term memory (Destiana & Andhiarini, 2020; Eghbaria-Ghanamah et al., 2020; Karmiati et al., 2021). Furthermore, the song was composed with consideration for children's musical abilities, incorporating a one-octave tone range and meticulously designed melody, rhythm, and tempo (Purhanudin, 2022; Wadiyo et al., 2022). By integrating these elements, the song aimed to provide an engaging and effective tool for English language learning in early childhood education, leveraging the cognitive and affective benefits of music to support young learners' linguistic development.

The song's lyrics are meticulously crafted to provide a comprehensive language learning experience for young learners. The eight sentences that comprise the song's lyrics are designed to introduce a range of linguistic elements, including nouns, verbs, exclamations, prepositions, and determiners. A detailed analysis of the lyrics reveals that they contain nine nouns, which are carefully selected to facilitate vocabulary acquisition and include 'Mommy', 'Daddy', 'Brother', 'Sister', 'me', 'I', 'you', 'hug', and 'life'. These nouns are essential for young learners to develop their understanding of family relationships and everyday objects.

In addition to nouns, the lyrics introduce four verbs, namely 'hear', 'look at', 'give', and 'love', which are critical for young learners to develop their language skills and express their thoughts and feelings. The lyrics also feature two exclamations, 'please' and 'oh', which are used to convey emotions and emphasis, and two prepositions, 'in' and 'of', which are essential for young learners to understand spatial and temporal relationships. Furthermore, the lyrics include one determiner, 'all', which is used to indicate quantity and scope.

The song's use of linguistic elements is complemented by the incorporation of a multisensory approach to learning. It was to feature the sound of hands clapping, which serves to attract the audience's attention and enhance their engagement with the song. This carefully designed combination of linguistic and musical elements makes the song an effective tool for language learning and acquisition among young learners, providing a fun and engaging way to develop their language skills and promote their overall cognitive development.

The song's lyrics demonstrate a thoughtful and intentional approach to language instruction, incorporating a mix of sentence types to provide a rich and varied language learning experience for young learners. Specifically, the song features two types of sentences, namely declarative and imperative sentences, which are carefully balanced to promote linguistic diversity and engagement. The four imperative sentences, which include 'Mommy, mommy, please hear me' and 'Sister, sister look at me', serve as

directives or instructions, and are designed to teach young learners how to use language to communicate effectively and politely.

In contrast, the four declarative sentences, such as 'I want to give you, my hugs' and 'Oh, forever in my life', provide statements or expressions of feeling, and are intended to help young learners develop their ability to express themselves and convey emotions through language. By incorporating both imperative and declarative sentences, the song's lyrics offer a range of linguistic functions and structures, which can help young learners develop a more nuanced understanding of English grammar and syntax.

This varied sentence structure also helps to maintain the learners' interest and motivation, as the lyrics are not monotonous or repetitive. Instead, the song's lyrics provide an engaging and interactive language learning experience, which can help young learners develop their language skills and promote their overall cognitive development. The use of both imperative and declarative sentences in the song's lyrics can be seen as a deliberate pedagogical strategy, aimed at promoting language learning and development in young learners, and highlights the importance of varied and engaging language instruction in language acquisition (Kalayci & Ergül, 2020; Rantung et al., 2023). The following is the song's lyric.



Figure1 Music Sheet

### The Movement

This study demonstrates the effective integration of Total Physical Response (TPR) and Fundamental Movement Skills (FMS) in the design of engaging and interactive movements for children to perform while singing, thereby facilitating language learning through fun and participatory activities. The use of TPR was informed by its proven efficacy in supporting language understanding in children, enabling them to develop a deeper comprehension of linguistic elements and retain information more effectively (Abata et al., 2021; Duan, 2021). The incorporation of FMS, on the other hand, contributed significantly to the children's overall growth and development, enhancing their motor skills, physical coordination, and overall well-being (Laure & Habe, 2023; Rosenstreich et al., 2022).

The synchronized movements with lyrics in the song played a crucial role in enhancing vocabulary acquisition, as the kinesthetic learning experience facilitated the

integration of both brain hemispheres and promoted bodily and social integration (Leandro et al., 2018). A substantial body of research supports the notion that combining singing with TPR significantly improves vocabulary acquisition in young learners, as the physical movements and musical elements work in tandem to reinforce language learning and promote long-term retention (Jakobsen, 2022). Moreover, singing activities have been found to develop multiple intelligences in children, including musical and bodily kinesthetic domains, thereby promoting active participation, enjoyment, and motivation in the learning process (Sila & Lenard, 2020). By integrating TPR and FMS with singing, this study aimed to create a comprehensive and engaging language learning experience that caters to the diverse needs and abilities of young learners, while fostering a lifelong love of learning and promoting overall cognitive and motor development.

Table 1 The Children’s Movement

Title of Song	Type of Movement	Description	Benefit
My Beloved Family	Initial	Maintain a firm posture and perform a clapping action to engage the audience and draw their attention	To develop fine motor skills and enhance coordination between the fingers and palm.
	Main	<ol style="list-style-type: none"> <li>1. Move laterally to the left while simultaneously raising both hands to ear level and stepping backwards.</li> <li>2. Move laterally to the left while walking, with both hands positioned on the chest and thumbs oriented upwards.</li> <li>3. Stand up and move forward and backward while crossing one hand over the chest, followed by the other hand.</li> <li>4. Move forward and backward while forming a heart shape with both hands positioned over the chest</li> <li>5. Stand upright with a firm stance, stepping down with both feet while simultaneously swinging both hands freely upwards above the head.</li> </ol>	To enhance children's imaginative abilities through lyrical descriptions of movement, thereby promoting their expression of family relationships.
	Closing	End the movement as the song stopped by standing straightly and nodding once	Children acquire the skill of terminating movemen

### The Video

The song was produced in animation video format to leverage the benefits of multimedia learning, which can enhance children's concentration and engagement in language acquisition. Videos offer a dynamic and flexible learning experience, enabling children to rapidly grasp content and learn at their own pace, anytime and anywhere (Santelices et al., 2023). By combining auditory and visual elements, videos facilitate learners' understanding through a multisensory experience. The incorporation of animation, in particular, brings images to life, capturing learners' attention and promoting focus through its dynamic and colorful presentation (Hariyati, 2023)

The “My Beloved Family” animation video was deliberately set in an outdoor yard environment, featuring a warm and inviting atmosphere that fosters a sense of joy and connection among children and their families. The scene was specifically designed with a picturesque backdrop, showcasing a clear sunny day with bright sunlight and a few

white clouds scattered across a soft blue sky. This vibrant visual setting was intended to create a lively and uplifting ambiance, encouraging audience engagement and participation. To further enhance the learning experience, the video employed a strategic use of color, applying distinct hues to highlight key vocabulary and facilitate children's understanding. The deliberate contrast in colors not only captured the audience's attention but also helped to convey the intended message in a clear and engaging manner.



Figure 2. Video of Song

### The Validity Test of The Song

The development of the children's song products featuring character themes was followed by a comprehensive validation process, conducted by a panel of esteemed English language experts, to evaluate their suitability and effectiveness for teaching English to young learners. This rigorous validation process was designed to elicit expert feedback and recommendations, thereby ensuring that the products conformed to established standards of quality, efficacy, and pedagogical soundness. The validation procedure adhered to a systematic scoring framework, grounded in a validated rubric with a 4-point scale, as recommended (Creswell & Creswell, 2017).

This rubric provided a clear and transparent framework for evaluating the song products, enabling the expert validators to assess their content, design, and overall effectiveness. To quantify the level of agreement among the expert validators, the validation sheet employed a formula to calculate the percentage of agreement:  $P = (f/N) \times 100\%$ , where P represents the response analysis, f denotes the achieved score, and N signifies the maximum total score. The resulting percentages were then categorized according to a four-tiered assessment framework proposed (Sugiyono, 2013), comprising the following categories: not feasible (25.00%-43.74%), fairly feasible (43.75%-62.49%), feasible (62.50%-81.24%), and very feasible (81.25%-100%).

This categorization framework provided a clear and concise means of interpreting the validation results, enabling the researchers to determine the suitability of the song products for pedagogical use. By employing this validation process, the study ensured that the children's song products met the requisite standards for effectiveness in teaching English to young learners, thereby guaranteeing their suitability for use in educational settings. The expert validation process played a vital role in refining the song products, enhancing their quality, and increasing their potential to facilitate language learning in young children.

The "My Beloved Family" song product underwent a rigorous validation process, conducted by two English experts, to assess its feasibility and effectiveness for teaching English to young learners. The validation process involved a comprehensive evaluation of five critical aspects, including implementation, diction, grammar, semantics, and

pronunciation, as well as recommendations for improvement. The results of the validation revealed that the product scored an average of 89.00%, categorizing it as 'very feasible' for use in language instruction. The aspect of grammar achieved the highest average score of 95.00%, demonstrating that the song's grammatical structure and language usage were of exceptionally high quality. In contrast, the aspect of pronunciation received the lowest average score of 79.00%, suggesting that some refinements could be made to enhance the clarity and accuracy of pronunciation in the song.

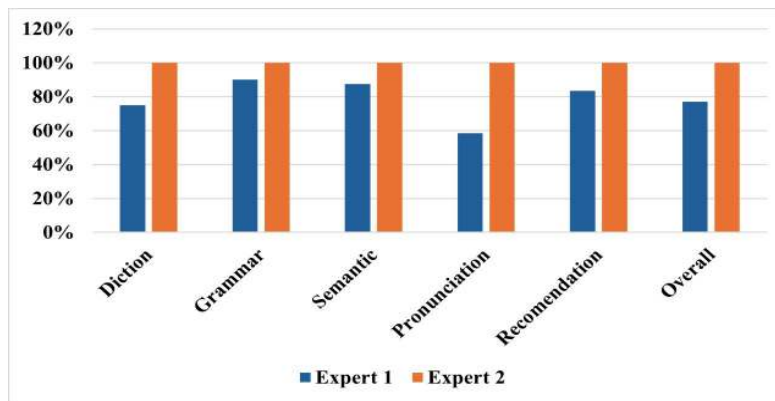


Figure 3 Expert's Judgement

### Student's Insight

Through this song, children were able to experience various elements of dance, including energy, dynamics, and visual relationships, which were expressed through bodily movements. This kinesthetic experience not only fostered their physical development but also contributed to their physical literacy, defined as the ability to possess motivation, self-confidence, physical competence, knowledge, and understanding that emphasizes a person's value and responsibility for engaging in physical activities throughout their lifespan (Cornish et al., 2020; Payne & Costas, 2021).

Moreover, the incorporation of movement in teaching, as seen in this song, has been shown to activate more areas of the brain compared to traditional teaching methods, such as lecturing (Itmeizeh & Saleh Ibnian, 2022). This multisensory approach to learning can lead to enhanced cognitive development, improved retention, and increased engagement among young learners. Notably, the song's effectiveness in promoting physical activity and kinesthetic learning was evident in children aged two to seven, who enthusiastically moved their bodies and hands in imitation of the models in the video. This observation underscores the potential of music and movement-based interventions to support the holistic development of young children, encompassing their physical, cognitive, and socio-emotional growth.

A comprehensive evaluation of the 'My Beloved Family' song product was conducted with a cohort of 29 students, consisting of 20 students from Nizamia Andalusia kindergarten and 9 students from Teratai Bhakti kindergarten. The primary objective of this evaluation was to solicit students' feedback and perceptions regarding the product's effectiveness and feasibility in facilitating language learning. To achieve this, a structured evaluation framework was developed, comprising four critical aspects, namely the song's lyrics, music, movement, and video.

Students were asked to rate each aspect using a 3-point rating scale, providing a quantitative measure of their perceptions. The results of the evaluation revealed that the

product received an average score of 89%, indicating a high level of satisfaction among the students. A closer examination of the scores revealed that the aspect of movement achieved the highest score, with an average of 91%, suggesting that the product's incorporation of physical activity and kinesthetic learning was well-received by the students.

This finding is consistent with existing research, which highlights the importance of movement and physical activity in enhancing language learning outcomes among young learners. Conversely, the aspect of video received the lowest score, with an average of 81%, indicating that some improvements could be made to enhance the visual elements of the product. Nevertheless, the overall score of 89% categorically indicates that the "My Beloved Family" song product is 'very feasible' for use in teaching English to young learners. These findings provide valuable insights into the product's strengths and weaknesses, which can inform future revisions and improvements, ultimately enhancing its effectiveness in facilitating language learning among young learners.

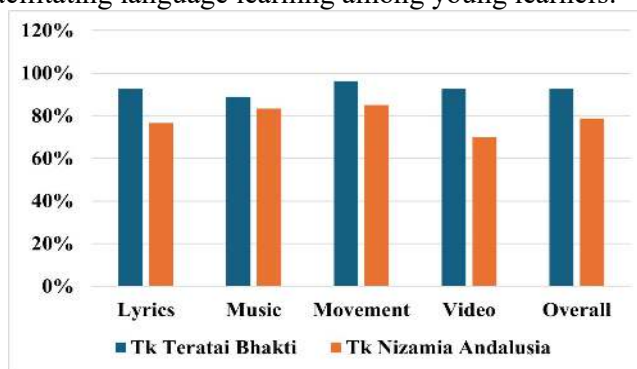


Figure 4 Student's Insight

## CONCLUSION

The "My Beloved Family" song has undergone rigorous validation by experts, who have deemed it suitable for use as a pedagogical tool in teaching English to young learners. This validation is a testament to the song's potential as an effective learning medium, capable of engaging and motivating young learners in the language acquisition process. A closer examination of the song's design reveals several key features that support its use as a learning resource. The lyrics, for instance, are carefully crafted to feature simple sentences and familiar vocabulary, including verbs and nouns, which are selected to facilitate basic English language acquisition among young learners. The music component of the song is equally well-designed, incorporating an enthusiastic rhythm that encourages children to move their bodies spiritedly while singing along to the English lyrics.

This kinesthetic approach to learning is further enhanced by the incorporation of movements based on Total Physical Response (TPR) and Fundamental Movement Skills (FMS), which are easily followed by children and contribute significantly to their language improvement and physical growth. The video's visual design is also noteworthy, featuring engaging and interactive elements that invite students to participate actively in the learning process. By engaging students' cognitive, psychomotor, and affective domains, the 'My Beloved Family' song provides a holistic learning experience that caters to the diverse needs and abilities of young learners. Specifically, the song's lyrics and melody support English language learning through singing (cognitive); the physical movements and actions promote gross motor skills and physical development (psychomotor); and the music and visual elements evoke emotional responses and

engagement (affective). This multimodal approach to learning has been shown to be highly effective in promoting language acquisition and overall development among young learners.

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