

## ANALYSIS THE COMMUNICATION SKILLS OF CHILDREN 2 YEARS OLD THROUGH PLAYING AND SINGING

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### ABSTRAK

*Bermain dan bernyanyi adalah pusat pembelajaran dan pengembangan anak-anak. Ketika anak-anak bermain dan bernyanyi, mereka memberikan banyak cara dan waktu yang berbeda untuk belajar bagi mereka. Bermain dan bernyanyi dapat mendukung pembelajaran dan perkembangan emosional anak-anak. Bagaimana bermain dan menyanyi yang baik dapat membantu anak-anak dalam berbicara. Tulisan ini dimulai dengan melihat mengapa bermain dan menyanyi dapat dianggap sebagai alat pedagogis yang berharga dan di dalamnya juga akan membahas dan menganalisis bagaimana bermain dan menyanyi dapat membantu anak-anak berusia 2 tahun untuk meningkatkan kemampuan berbicara anak-anak. Akhirnya, makalah ini bertujuan untuk mengeksplorasi bagaimana bermain dan bernyanyi dapat meningkatkan kemampuan berbicara anak-anak.*

**Kata kunci : Bermain dan bernyanyi, Berbicara, Belajar**

### ABSTRACT

*Playing and singing are central to children's learning and development. When children play and sing, they give lots of different ways and times to learn for them. Playing and singing can support children's learning and emotional development. How a good playing and singing could help children in speaking. This paper begins by looking at why playing and singing can be considered valuable pedagogical tool and in this paper also would discuss and analyze how playing and singing can help children 2 years old to improve the children speaking. Finally, this paper aims to explore how playing and singing can improve children's speaking.*

**Keywords: Playing and singing, Speaking, Learning**

## **Introduction**

Children are continue changing physically, mentally, socially, emotionally, and spiritually. They follow a general pattern of growth and development. Parents and teachers who are aware of common characteristics of different age-groups will be able to deal with children's behavior more appropriately and teach them more effectively. Some children may develop faster or slower than others their age. For example, a particular six-year-old may fit more closely the age characteristics of a five-year-old or a seven-year-old. Remember also that children may temporarily revert to younger behavior during emotional stress or tension. Regardless of the age-group you teach, make sure you are patient, respectful, loving, and sensitive toward each child.<sup>1</sup> Do not expect children to do more than they are able. Toddlers between the ages of two and three years are beginning to talk in sentences and sometimes say things in a big and definite voice. We can be tricked into thinking our toddlers are more grown up than they really are. The most important thing to remember is that your two or three year old is still a baby. The two-year-old kid is learning about relationships, and can sometimes imagine how other people feel (empathy). They know what they want and may appear bossy. 'No' may be one of their favourite words. Other characteristics include:

- a. Temper tantrums are common in this age group.
- b. They may play with other children for a short time, but aren't yet capable of true sharing.
- c. They find it hard to wait or make choices.
- d. They can't understand reason or control their impulses.
- e. They love to copy adults, in both appearance and activity.

Be careful about your adult talk around your toddler. Their understanding of words is beyond their understanding of the world, so they may become worried by some topics. Introduce the world to them in bits they can cope with. Characteristics include:

- a. A two year old still thinks their parents can read their mind.
- b. Two year olds have difficulty distinguishing reality from fantasy.
- c. They enjoy make-believe play.
- d. They can usually do some scribbling, lots of lines, dots and circles, but not yet a picture.

Your child is much more confident with their physical abilities but doesn't have a good idea of when to stop. They often test limits. They can't keep themselves safe, so you must set and enforce the limits for them. You can help them develop their skill by providing (safe)

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<sup>1</sup> Victoria State Government. 2018. *Child Development Two To Three Years*. Australia

chances for them to play, while you supervise. Characteristics include is they will learn during this time to climb up and down stairs, kick a ball and jump off a step. They can help to get themselves undressed and even manage to get some clothes back on.

Your toddler's language is developing very quickly. Often, their sentences don't make sense to you, but clearly the more successful your toddler is in getting their message across, the more they will want to communicate. Characteristics include:

- a. By two, many children are naming lots of things and, by the end of this year, most are saying short sentences.
- b. By three, most children can follow complex instructions.
- c. They will still get 'you' and 'me' mixed up sometimes.
- d. Most children of this age will not be able to say all of their words clearly.

It is usually in this year that your child shows you they are ready to use the toilet. However, some toddlers will still prefer their nappies, or may want to return to nappies if a new baby has come into the family. Suggestions include: Let them set their own pace, and encourage them to take responsibility. If your child isn't making progress with the potty or toilet, stop for a while and try again when they are older. Being anxious or cross makes it harder to go to the toilet. See a health professional if tensions have arisen between you and your child about toileting.

### **The Eighteen-Month-Old**

Characteristics of the Child :

1. Walks, climbs, crawls, and runs. Enjoys pushing and pulling things. Is able to take things apart more easily than he or she can put them together. Is uncoordinated. Tires easily. Is usually not toilet trained.
2. Makes many sounds. Has developing language skills. Uses one-word phrases, particularly "mine" and "no." Gathers knowledge through sight, sound, touch, smell, and taste. Understands more than he or she can express.
3. Enjoys playing alongside other children, but often does not interact with them. Has difficulty sharing.
4. Cries easily, but emotions change quickly.

Suggestions for Parents and Teachers are vary activities to keep the child's interest. Use activities that involve walking, pushing, and pulling. Use finger plays and musical activities. Provide many opportunities for talking and participation. Teach how to be reverent during prayers. Use visuals with stories. Provide toys the child can move and experiment with, such as stacking toys, balls, simple puzzles, dolls, and figures of people and animals. Provide toys and activities that allow the child to play alone. Help the child learn to share and get along with others and Hold the child when he or she is upset or feels insecure.

### **The Two-Year-Old**

Characteristics of the Child :

1. Is very active. Jumps, walks, and runs. Can clap hands and kick a ball. Can handle small objects, but cannot button or zip clothing or care for himself or herself in other ways. Gets irritable and restless when tired.
2. Is able to put two or three words together in a sentence. Says "no" often, even when he or she does not mean it. Has simple, direct thoughts. Cannot reason. Can make simple choices. Enjoys repetition. Has a short attention span (two or three minutes). Is curious. Moves from one activity to another. Likes simple toys, art materials, books, short stories, and music activities.
3. Likes to play alone. Is developing an interest in playing with others, but is usually more interested in playing near them than with them. Often argues over toys. Has difficulty sharing and cooperating. Asks adults for things he or she wants from another child.
4. Is loving and affectionate. Enjoys sitting on laps and holding hands. Likes to be close to his or her mother. Uses emotional outbursts to express emotions, to get what he or she wants, and to show anger and frustration. Has moods that change quickly. Likes independence.
5. Likes to pray.

Suggestions for Parents and Teachers are use rest activities such as finger plays and those that use music. Provide activities such as beanbag tossing, marching, and jumping. Avoid activities that require skill and coordination, such as cutting and pasting. Keep discussions simple. Help the child participate. Use repetition. Do not leave the child alone; children this age can easily get themselves into unsafe situations. Provide opportunities for the child to make choices. Provide opportunities for the child to interact with others, but do not pressure the child

to do so. Offer the choice to participate in activities. Provide warm, caring direction. Redirect misbehavior. Show love and affection. Redirect the child's attention in order to stop undesirable behavior. Encourage the child to be self-sufficient, but provide help when necessary. Allow the child to practice making choices. Allow the child to pray. Focus spiritual concepts on the family.

### **Impact of Playing and Music**

Many parents have reported that their nonverbal child with autism can sing but will not speak. A simple internet search of this question brings up parents describing instances of humming or singing in the absence of spoken words. Did you know that singing and playing are generally housed in two separate parts of the brain? This is not to say that there is no overlap. In general, in nonmusical neurotypicals (NTs) language use and interpretation is housed in the left hemisphere of the brain. This is why if we have a stroke in the left hemisphere of the brain we may be likely to receive a diagnosis of Aphasia (impaired language use or comprehension or both) while a stroke in the right hemisphere of the brain will usually not affect language.<sup>2</sup> The interpretation of singing and rhythm in NTs who are not musicians is generally housed in the right hemisphere of the brain.<sup>3</sup> This information is based on knowledge obtained from imaging scans of the brain. So, what does this have to do with nonverbal autism? A lot of studies using imaging such as EEGs have found that individuals with autism have decreased brain activity in the left hemisphere of the brain but increased activity in the right hemisphere of the brain.<sup>4</sup> You will remember that the left hemisphere "houses language" and the right hemisphere "houses music."<sup>5</sup>

So, let's simplify this. If it is true that language is a left hemisphere task and music is a right hemisphere task and brain scans of children and adults with autism have shown greater activity in the right hemisphere of the brain as compared to the left hemisphere, would it make sense that a child with autism would be more likely to sing than to speak? Yes! This is perhaps why so many have been shown to have "absolute" pitch (see evidence section). This is also

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<sup>2</sup> American Speech-Language-Hearing Association ([www.asha.org/public/speech/disorders/Aphasia/](http://www.asha.org/public/speech/disorders/Aphasia/) retrieved 10/11/15).

<sup>3</sup> Ono, K., Nakamura, A., Yoshiyama, K., Kinkori, T., Bundo, M., Kato, T., & Ito, K. (2011). The effect of musical experience on hemispheric lateralization in musical feature processing. *Neuroscience Letters*. [Epub ahead of print].

<sup>4</sup> Floris, Barber, Nebel, & Mostofsky (2015). Atypical Rightward Cerebral Asymmetry in Male Adults with Autism Stratifies Individuals with and without Language Delay. *Human Brain mapping* 00:00-00.

<sup>5</sup> Logan Blade | Unspoken | CD Baby Music Store ([store.cdbaby.com/cd/loganblade2](http://store.cdbaby.com/cd/loganblade2) retrieved 10/11/15)

why M.B.C.T. uses musical strengths to help bring about verbal speech in nonverbal children with autism. This may also be why certain sounds and pitches are painful (More studies need to be done on this, but imagine if you heard incessant talking while you were trying to relax. The humming of the air-conditioning or other sounds NT's tune out may not be so easily ignored in those with autism).<sup>6</sup>

### **Music and Brain**

A 2016 study at the University of Southern California's Brain and Creativity Institute found that musical experiences in childhood can actually accelerate brain development, particularly in the areas of language acquisition and reading skills. According to the National Association of Music Merchants Foundation (NAMM Foundation), learning to play an instrument can improve mathematical learning and even increase SAT scores. But academic achievement isn't the only benefit of music education and exposure. Music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. For children and adults, music helps strengthen memory skills. In addition to the developmental benefits, simply put: music bring us joy. Just think about listening to a good song in the car with the window down on a beautiful day.

Children of all ages express themselves through music. Even young infants sway, bounce, or move their hands in response to music. Many preschoolers make up songs and, with no self-consciousness, sing to themselves as they play. Children in elementary school learn to sing together as a group and possibly learn to play a musical instrument. Older children dance to the music of their favorite bands, and use music to form friendships and share feelings. Try these activities and games with your children to experience the pleasure and learning that music brings. **Infants and Music:** Infants recognize the melody of a song long before they understand the words. Quiet, background music can be soothing for infants, especially at sleep time. Loud background music may overstimulate an infant by raising the noise level of the room. Sing simple, short songs to infants. Try making up one or two lines about bathing, dressing, or eating to sing to them while you do these activities.

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<sup>6</sup> Oimet, T., Foster, N. E., Tryfon, A., & Hyde, K. L. (2012). Auditory- musical processing in autism spectrum disorders: A review of behavioral and brain imaging studies. *Annals of the New York Academy of Sciences*, 1252, 325–331.

Toddlers love to dance and move to music. The key to toddler music is repetition, which encourages language and memorization. Silly songs make toddlers laugh. Try singing a familiar song and inserting a silly word in the place of the correct word, like “Mary had a little spider” instead of lamb. Let children reproduce rhythms by clapping or tapping objects. Preschoolers enjoy singing just to be singing. They aren’t self-conscious about their ability and most are eager to let their voices roar. They like songs that repeat words and melodies, use rhythms with a definite beat, and ask them to do things. Preschool children enjoy nursery rhymes and songs about familiar things like toys, animals, play activities, and people. They also like finger plays and nonsense rhymes with or without musical accompaniment.

Most young school-age children are intrigued by kids’ singalong songs that involve counting, spelling, or remembering a sequence of events. School-age children begin expressing their likes and dislikes of different types of music. They may express an interest in music education, such as music lessons for kids. Teenagers may use musical experiences to form friendships and to set themselves apart from parents and younger kids. They often want to hang out and listen to music after school with a group of friends. There is no downside to bringing children and music together through fun activities. We are able to enjoy the benefits of music from the moment we’re born. Although a good dose of Mozart is probably not increasing our brain power, it’s enjoyable and beautiful. From the pure pleasure of listening to soothing sounds and rhythmic harmonies, to gaining new language and social skills music can enliven and enrich the lives of children and the people who care for them.<sup>7</sup>

### **Play Helps A Better Brain**

The experience of play changes the connections of the neurons at the front end of your brain," says Sergio Pellis, a researcher at the University of Lethbridge in Alberta, Canada. "And without play experience, those neurons aren't changed. It is those changes in the prefrontal cortex during childhood that help wire up the brain's executive control center, which has a critical role in regulating emotions, making plans and solving problems. So play is what prepares a young brain for life, love and even schoolwork. But to produce this sort of brain development, children need to engage in plenty of so-called free play. No coaches, no umpires, no rule books. Whether it's rough-and-tumble play or two kids deciding to build a sand castle

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<sup>7</sup> Bright Horizons Education Team. 2019. Children and Music: Benefits of Music in Child Development.

together, the kids themselves have to negotiate. The brain builds new circuits in the prefrontal cortex to help it navigate these complex social interactions.<sup>8</sup>

### **Language Acquisition for Kid 2 Years Old**

Human language is a remarkable way to communicate. No other form of communication in the natural world transfers so much information in such a short period of time. It is even more remarkable that in three short years a child can hear, mimic, explore, practice, and finally, learn language. The term language acquisition refers to the development of language in children. Second language acquisition (also known as second language learning or sequential language acquisition) refers to the process by which a person learns a "foreign" language that is, a language other than their mother tongue. Children achieve linguistic milestones in parallel fashion, regardless of the specific language they are exposed to. For example, at about 6-8 months, all children start to babble that is, to produce repetitive syllables like bababa. At about 10-12 months they speak their first words, and between 20 and 24 months they begin to put words together. It has been shown that children between 2 and 3 years speaking a wide variety of languages use infinitive verbs in main clauses or omit sentential subjects although the language they are exposed to may not have this option. Across languages young children also over-regularize the past tense or other tenses of irregular verbs. Interestingly, similarities in language acquisition are observed not only across spoken languages, but also between spoken and signed languages."<sup>9</sup>

#### Typical Speech Timetable for Speaking Child<sup>10</sup>

- a. Week 0 - Crying
- b. Week 6 - Cooing (goo-goo)
- c. Week 6 - Babbling (ma-ma)
- d. Week 8 - Intonation patterns
- e. Week 12: Single words
- f. Week 18 - Two-word utterances
- g. Year 2: Word endings
- h. Year 2½: Negatives
- i. Year 2¼: Questions
- j. Year 5: Complex constructions

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<sup>8</sup> John Hamilton. 2014. *Scientists Say Child's Play Helps Build A Better Brain*. Heard on morning edition

<sup>9</sup> María Teresa Guasti. 2002. *Language Acquisition: The Growth of Grammar*. MIT Press

<sup>10</sup> Jean Aitchison. 1997. *The Language Web: The Power and Problem of Words*. Cambridge University Press



k. Year 10: Mature speech patterns

At around nine months of age, then, babies start to give their utterances a bit of a beat, reflecting the rhythm of the language they're learning. The utterances of English babies start to sound like 'te-tum-te-tum.' The utterances of French babies start to sound like 'rat-a-tat-a-tat.' And the utterances of Chinese babies start to sound like sing-song. We get the feeling that language is just around the corner. This feeling is reinforced by other feature of language: intonation. Intonation is the melody or music of language. It refers to the way the voice rises and falls as we speak.<sup>11</sup> Vocabulary and grammar grow hand in hand; as toddlers learn more words, they use them in combination to express more complex ideas. The kinds of objects and relationships that are central to daily life influence the content and complexity of a child's early language.<sup>12</sup>

### **Types Of Words Produced By Research Subject**

The classifications of words based on the purpose of the communicative function are when he wanted to ask to be carried by his mother he would say “*tonton* (carry)”, when he was hungry he would say “*mamam* (eat)”, when he was thirsty, he would say “*mak ous* (mother, thirsty)”, when he wanted to play, he would say “*mak men* (mother, playing)”, when he saw the car of his friend, he would say “*mak ubik* (mother, car)”, when he wanted to watch TV, he would say “*kakek! Idup-idup* (grandfather! Turn on the television)”, when someone disturbed him, he would say “*anan ya!* (don't disturb me)”, when someone asked about his mother's whereabouts, he would say “*mamak didi* (mother goes)”, when he wanted to wake his aunt and told her to eat, he would say “*uwak mamam!* (aunt, eating!)”, when he refused to go, he would say “*ndak bobok!* (No, sleeping!)”, when he wanted to eat corn, he would say “*mak gung!* (mother, corn!)”, when he wanted to drink milk, he would say “*mamak us-us!* (mother, milk!)”, when he invited his friends to drink sweet tea together, he would say “*adek nini anis inak!* (boy! Come here let's drink nice sweet tea!)”, when he asked marbles to his mother, he would say “*mak uwi!*” (mother marbles!).

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<sup>11</sup> David Crystal. 2010. *A Little Book of Language*. Yale University Press

<sup>12</sup> Barbara M. Newman and Philip R. Newman. 2009. *Development Through Life: A Psychosocial Approach*, 10th ed. Wadsworth

## **Conclusion**

Based on the results of the analysis of the above research it can be concluded that a 2-year-old child can be stimulated by speaking ability through playing or interacting with colleagues or people around him so that the child can imitate the words he heard. besides playing, music can also stimulate children to talk because it can stimulate children to sing even though the vocabulary they say is not so good. from the explanation above we can conclude that playing and listening to music can improve the ability to speak of children, especially those aged 2 years.

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