

**DEVELOPING ENGLISH LANGUAGE SKILLS IN EARLY CHILDHOOD
THROUGH THE CHORAL SPEAKING METHOD AT
TABIKA KEMASH NUR AISYAH**

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ABSTRACT

This study aims to enhance early childhood English proficiency through the implementation of the Choral Speaking method combined with a bilingual approach. Early childhood is a critical period for language acquisition; however, many preschool learners demonstrate limited English comprehension, which affects their motivation and participation. This study employed a qualitative approach using participatory observation and in-depth interviews. The program was conducted at Tabika Kemas Nur Aisyah using the Curriculum Standard Prasekolah Kebangsaan (CSPK) with a balanced bilingual approach (50% Malay and 50% English). The Choral Speaking method was implemented as a structured group-based activity emphasizing repetition, rhythm, and pronunciation practice. The findings indicate that children demonstrated increased enthusiasm, improved vocabulary acquisition, and more accurate pronunciation. In addition, children showed greater confidence in using English. This study highlights that interactive group-based methods integrated with bilingual instruction effectively support early childhood English learning.

Keywords: *Choral Speaking; early childhood English; bilingual learning.*

A. Introduction

Early childhood is widely recognized as a critical stage in language acquisition, during which children possess a high capacity to absorb linguistic input. This stage is characterized by rapid brain development and a high level of neuroplasticity, enabling children to learn new languages more effectively than at later ages. Therefore, providing appropriate, meaningful,

and engaging language exposure during this period is crucial for supporting optimal development.

In the context of globalization, English has become the dominant international language in communication, education, and professional settings. Introducing English at an early age allows children to develop better pronunciation, vocabulary, and communication skills. However, the effectiveness of early

English language learning depends heavily on the teaching strategies used in the classroom. Traditional teacher-centered learning methods often fail to capture children's interest, resulting in low motivation and participation.

According to Vygotsky (1978), children learn best through social interaction and guided participation within the Zone of Proximal Development (ZPD). This theory emphasizes the importance of a collaborative learning environment, where children actively interact with their peers and teachers. In this context, interactive and participatory teaching methods are considered more effective than passive learning approaches.

One method that aligns with this theoretical perspective is the Choral Speaking method. This method involves group speaking activities that emphasize repetition, rhythm, and collective participation. Through Choral Speaking, children can practice pronunciation together, thereby reducing individual anxiety and creating a supportive learning environment. Additionally, the rhythmic and repetitive nature of the

activity can enhance memory and aid in language acquisition..

Tabika Kemas Nur Aisyah implements a bilingual education system, in which Malay is used as the primary language and English is introduced as a foreign language. However, initial observations indicate that many children still have limited English proficiency. This situation affects their self-confidence, motivation, and willingness to participate in learning activities.

Previous research has shown that early exposure to a foreign language can enhance phonological awareness, vocabulary acquisition, and communication skills (Thieme et al., 2022). Bilingual education also contributes to greater cognitive flexibility and deeper language processing (Baker, 2011; Muthmainnah et al., 2025). Furthermore, interactive methods involving repetition and rhythm have been shown to improve students' pronunciation and self-confidence (Guðmundsdóttir, 2024).

However, most existing research still focuses on general language teaching strategies and has not specifically explored the integration of the Choral Speaking method in the

context of bilingual early childhood education, particularly in Southeast Asia. This indicates a research gap that warrants further investigation. Therefore, this study aims to examine the contribution of the Choral Speaking method to the development of English language skills in early childhood and to provide practical insights for educators.

B. Research Methods

This study employed a qualitative research design to gain an in-depth understanding of the learning process and the outcomes achieved. The study was conducted at Tabika Kemas Nur Aisyah during the implementation of the community service program.

Data was collected using various techniques to ensure comprehensive results, namely: (1) Participatory observation, in which the researcher directly observed classroom activities during English language instruction, particularly during the implementation of the Choral Speaking method, in order to capture students' engagement, interactions, and behavioral responses in a natural setting; (2) In-depth interviews with classroom teachers to explore

teaching strategies, challenges, and perceptions regarding the effectiveness of the Choral Speaking method; (3) Communication with parents via WhatsApp to understand their role in supporting their children's learning at home; and (4) Documentation in the form of teaching materials, activity reports, and video recordings used to strengthen the validity of the research findings.

The data were analyzed using thematic analysis, which involves identifying, grouping, and interpreting patterns emerging from the data, thereby enabling the researcher to systematically examine the effectiveness of the method, the challenges encountered, and the role of parental involvement in the learning process. To ensure the credibility of the data, this study employed triangulation by comparing data obtained from observations, interviews, and documentation. This process helped ensure the consistency of the findings and provided a more comprehensive understanding of the research context.

C. Research Findings and Discussion on the Implementation of Choral Speaking

The implementation of the Choral Speaking method has shown a significant increase in children's participation and engagement. Children actively participate in group pronunciation activities, thereby creating a supportive and inclusive learning environment. The integration of a bilingual approach enables children to understand the meaning of words while practicing pronunciation, thereby fostering a deeper understanding of the language and enhancing the effectiveness of learning.

In addition, the use of repetition and rhythm helps children internalize language patterns more efficiently. This finding aligns with Guðmundsdóttir (2024), who emphasizes that rhythm-based learning can improve students' pronunciation accuracy and self-confidence. The nature of group activities also helps reduce individual anxiety, allowing children to participate without fear of making mistakes. This supports the idea that a collaborative learning environment

can enhance self-confidence and active engagement in the learning process.

Challenges and Strategies

Although the results were positive, several challenges were encountered during the implementation of this method. The main challenge was the children's limited exposure to English, which led to low self-confidence and a lack of willingness to participate. To address this, the Choral Speaking method was implemented as a repetitive and engaging learning strategy. Repetition helped the children become more familiar with pronunciation patterns, while the rhythmic elements made the learning process more enjoyable.

A bilingual approach also plays a crucial role in bridging understanding, as children can connect new English vocabulary to their first language. Additionally, teacher guidance supports the learning process through the provision of scaffolding within the Zone of Proximal Development (ZPD). This finding aligns with Vygotsky (1978), who emphasized the importance of guided interaction in children's cognitive and language development..

The Role of Choral Speaking in Language Development

The Choral Speaking method makes a significant contribution to the development of children's listening, memory, and speaking skills. Through repeated exposure, children gradually improve their pronunciation accuracy and speaking fluency. This method also helps reduce anxiety because children practice speaking together rather than individually, thereby creating a comfortable learning environment that encourages active participation.

These findings are consistent with Baker's (2011) view that an interactive and bilingual learning environment can enhance language acquisition and boost students' self-confidence. Furthermore, choral speaking also fosters the development of social interaction skills such as cooperation, coordination, and collective response. These skills are crucial for early childhood development because they contribute not only to linguistic aspects but also to children's social growth.

Parental Involvement

Parental involvement has been found to play a highly significant role in supporting children's language

development. Parents reinforce learning by reviewing vocabulary and expressions at home, thereby helping children remember and retain the material they have learned in class.

These findings align with Epstein (2001), who emphasizes the importance of family involvement in improving children's learning outcomes. Collaboration between teachers and parents creates a consistent and supportive learning environment, thereby making a major contribution to the effectiveness of the learning process.

D. Conclusion

Based on the research objective to examine the effectiveness of the Choral Speaking method, this study concludes that this method, when combined with a bilingual approach, is effective in improving the English language skills of young children. This method is capable of improving pronunciation accuracy, learning motivation, and children's confidence in using English. Additionally, parental involvement plays a crucial role in reinforcing the sustainability of the learning process and contributing to more optimal outcomes.

This study provides practical implications for educators in designing interactive and engaging English language learning strategies. However, this study has limitations in its qualitative design and specific research context. Therefore, future research is recommended to examine the application of this method in various different educational settings and involve a larger number of participants.

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