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EXPOSURE TO POPULAR ADULT SONGS ON THE EXPRESSIVE LANGUAGE DEVELOPMENT IN PRESCHOOL CHILDREN

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Abstrak

Perkembangan media digital saat ini telah mempengaruhi ke berbagai lapisan usia, termasuk pada anak usia dini, salah satunya pada perkembanagan bahasa ekspresif. Penelitian ini bertujuan untuk menganalisis hubungan paparan lagu populer yang ditujukan untuk orang dewasa dan perkembangan bahasa ekspresif anak prasekolah yang berlokasi di PAUD Mentari Cianjur. Metode penelitian dengan pendekatan kuantitatif korelasional. Subjek penelitian melibatkan orang tua murid kelompok B berjumlah 30 orang dan guru sekolah sebagai responden. Pengumpulan data dilakukan pada bulan April 2026 melalui instrumen kuesioner dan dokumentasi. Teknik analisis data melalui uji korelasi Pearson Product Moment dan dilanjutkan dengan perhitungan koefisien determinasi (R^2) guna melihat seberapa besar persentase hubungan yang diberikan. Hasil analisis korelasi membuktikan adanya hubungan positif signifikan antara paparan lagu populer dewasa pada perkembangan bahasa ekspresif (r = 0,394) dan nilai signifikansi p-value (0,031 < 0,05). Nilai koefisien determinasi diperoleh nilai sebesar 15,52% yang mempengaruhi perkembangan bahasa ekspresif pada penelitian ini. Implikasi penelitian bahwa guru memanfaatkan lagu sebagai strategi stimulasi bahasa dan orang tua perlu selektif memilih lagu sesuai usia perkembangan anak. Rekomendasi lanjutan menggunakan pendekatan kualitatif deskriptif untuk mendalami peniruan kosakata dari lagu populer dewasa pada anak prasekolah.

Kata Kunci: *Bahasa Ekspresif, Lagu Populer Dewasa, Anak Usia Dini*

Abstract

The current development of digital media has influenced people of all ages, including young children, particularly in terms of expressive language development. This study aims to analyze the relationship between exposure to adult-targeted songs and the expressive language development of preschoolers at the Mentari Early Childhood Education Center in Cianjur. The research method employed a quantitative correlational approach. The study subjects included 30 parents of students in Group B and school teachers as respondents. Data collection was conducted in April 2026 using questionnaires and documentation. Data analysis was performed using the Pearson Product-Moment correlation test, followed by the calculation of the coefficient of determination (R^2) to determine the percentage of the relationship between the variables. The results of the correlation analysis demonstrated a significant positive relationship between exposure to adult-targeted songs and expressive language development (r = 0.394), with a p-value of 0.031 < 0.05. The coefficient of determination was found to be 15.52%, indicating the extent to which exposure to adult-targeted songs influences expressive language development in this study. The implications of this study are that teachers should utilize songs as a

language stimulation strategy, and parents need to be selective in choosing songs appropriate for their children's developmental age. Further recommendations include using a descriptive qualitative approach to explore vocabulary imitation from adult-targeted songs among preschoolers.

Keywords: *Expressive Language, Popular Adult Songs, Early Childhood*

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A. INTRODUCTION

Language development serves as one of the primary indicators determining the successful developmental milestones of preschool children, particularly those aged 5–6 years. The linguistic dimension encompasses receptive language, defined as the ability to comprehend information, and expressive language, defined as the capacity to process and convey ideas. Language proficiency plays a critical role in shaping children's daily attitudes.[1] During this phase, the child's brain exhibits extraordinary absorptive capacity, stimulated by the language they hear on a daily basis. These findings underscore that early childhood is characterized by a unique disposition of curiosity toward the surrounding environment, manifested through exploration using their senses.[2]

The process of acquiring expressive language in preschool children can be understood through Social Learning Theory, which posits that young children learn language through observation, imitation, and social interaction with their surrounding environment.[3] In the context of language development, preschool children not only acquire vocabulary from direct interactions with adults but

[1] Sukatin, Asmarani Putri, Baghas Adetya, Dita Amelia, Harizal Pranata, Maya Sari, dan Rati Junianti, 'Strategi dalam Menanggapi Sikap Anak Usia Dini', *Bunayya: Jurnal Pendidikan Anak*, 7.2 (2021), p. 79.

[2] Suci Utami Putri, *Pembelajaran Sains untuk Anak Usia Dini* (Sumedang: UPI Sumedang Press, 2019), p. 8.

[3] Albert Bandura, *Social Foundations of Thought and Action: A Social Cognitive Theory* (Englewood Cliffs, NJ: Prentice-Hall, 1986), pp. 47–65.

also through observing verbal stimuli they hear directly. Children's language development is supported by an environment that provides quality language experiences, responsive interactions, feedback, and opportunities to engage in rich conversations.[4] The child's observation process involves four stages: attention, retention (memory), reproduction (imitation), and motivation. A child's ability to carry out these four stages is largely determined by external factors, especially consistent stimulation from their immediate environment.[5] In this context, the home and family environment plays a crucial role in providing verbal stimuli that children frequently hear, such as songs, stories, or adult speech. When preschool children are frequently exposed to popular adult songs, they tend to pay attention to the lyrics, intonation, and language structure of the songs, store them in memory, and then reproduce these words or phrases in everyday conversation. Early childhood expressive language skills do not develop passively, but are influenced by engaging media stimuli rich in audiovisual elements.[6] Therefore, the audio environment can be viewed as part of the environment that influences children's language behavior through observation and imitation.

In contemporary reality, the environment providing language stimulation to children has undergone a major transformation alongside the rapid advancement of digital technology. Children's environments are no longer confined to physical interactions with parents or peers but have expanded into virtual interactions through the use of gadgets, particularly characterized by the phenomenon of screen time. Higher screen time opens wide access to various social media platforms such as TikTok, YouTube, and similar digital content providers.

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[4] Jennifer Finders, Ella Wilson, and Robert Duncan, 'Early Childhood Education Language Environments: Considerations for Research and Practice', *Frontiers in Psychology* (2023), p. 3.

[5] R. R. Balqis, 'Faktor-Faktor yang Mempengaruhi Perilaku Adaptif Anak Usia Dini', *Auladuna: Jurnal Prodi Pendidikan Guru Madrasah Ibtidaiyah*, 3.1 (2021), p. 87.

[6] Mawarni Purnamasari and Suyadi, 'Implementasi *Pop-Up Comic* untuk Meningkatkan Kemampuan Bahasa Anak sebagai Media Literasi', *Bunayya: Jurnal Pendidikan Anak*, 7.1 (2021), p. 70.

One of the most prominent phenomena is the high exposure to adult popular songs that go viral on social media. This trending musical content has become part of children's daily consumption, including songs such as "*Tor Monitor*," "*Tabola Bale*," "*Pica Pica*," and "*Stecu Stecu*." The high exposure of popular music lyrics has seen a drastic increase in adult themes in children through modern media.[7] Through the engaging audiovisual features on TikTok and YouTube applications, children rapidly memorize the lyrics, melodies, and choreographies of these songs. As a result, these trendy songs act as powerful verbal stimuli that children inadvertently absorb and then reproduce in their communication and social expression. Expressive language skills develop simultaneously with children's ability to manage emotions and behavior, particularly in the context of social interactions.[8]

As a supporting foundation for this study, one of them revealed that adult songs have a significant influence on children's language acquisition. One example is the song "*Lelaki Cadangan*," which successfully enabled the research subjects to memorize the entire lyrics within three days.[9] This is because children find it easier to pick up or memorize words through songs, and from the very first day they hear a song, they immediately acquire new vocabulary from the song's lyrics. However, short video content containing elements of violence carries a high risk of disrupting children's brain health and cognitive functions. Furthermore, other research indicates that the majority of children (43.3%) more frequently watch entertainment content, demonstrating that the quality of digital video content directly shapes

[7] Elise Kury, Erin Kury, Nolan Quinn, and Robert P. Olympia, 'Lyrical Content of Contemporary Popular Music (1999–2018) and the Role of Healthcare Providers in Media Education of Children and Adolescents', *Cureus*, 12.10 (2020), pp. 7–9.

[8] Pilar Alamos, Khara L. P. Turnbull, Amanda P. Williford, and Jason T. Downer, 'The Joint Development of Self-Regulation and Expressive Language in Preschool Classrooms: Preliminary Evidence from a Low-Income Sample', *Journal of Applied Developmental Psychology*, 97 (2025), pp. 8–10.

[9] Ahmad A'rief Rifaldi, 'Pengaruh Lagu Dewasa terhadap Pemerolehan Bahasa Anak Usia Tiga Tahun', *Jurnal Membaca Bahasa dan Sastra Indonesia*, 5.1 (2020), p. 5.

children's social competence, as they tend to imitate the communication patterns, intonations, and vocabulary of what they watch.[10] The key findings from previous research provide strong evidence that children have a remarkable memory for digital songs and videos. However, today's viral adult songs face ever-changing trends and pose greater challenges. This situation fills a gap that needs to be filled through research that empirically demonstrates whether exposure to popular adult songs on social media impacts preschoolers' ability to express themselves and interact with their environment.

Based on the aforementioned literature, a research gap in the formulation of the research problem that focuses on the objective of analyzing the relationship between exposure to popular adult songs and the expressive language development of preschool children aged 5-6 years at PAUD Mentari Cianjur. This study uses a quantitative approach with a correlational design to empirically obtain the percentage of the relationship between the two variables.

B. METHOD

The research methodology used a quantitative approach with a correlational design applied to test the relationship between exposure to adult popular songs and the expressive language development of preschool children aged 5-6 years at PAUD Mentari Cianjur. The correlational design was used to analyze the relationship between two variables, namely exposure to adult popular songs (variable X) and children's expressive language development (variable Y).

The study was conducted at a preschool located in the Cianjur Regency area, specifically at PAUD Mentari Cianjur, in April 2026. The research population comprised parents of children aged 5–6 years (Group B) at PAUD Mentari Cianjur, totaling 30 parents, along with the Group B teacher as research subjects. The entire population was sampled using a saturation sampling technique (total

[10] Dian Purty Ayu Nur Syafitry, Pramono, and Rosyi Damayani Twinsari Maningtyas, 'Hubungan Paparan Konten Video Digital terhadap Gaya Bahasa Pragmatis Anak Usia 5–6 Tahun', *Sindoro: Cendikia Pendidikan*, 17.10 (2025), p. 285.

sampling). The saturation sampling technique was determined by selecting all members of the population to serve as the sample.[11] Consequently, all 30 parents participated as respondents to complete the questionnaire regarding adult song exposure in children, while the Group B teacher participated as a respondent to complete the expressive language development questionnaire for the 30 children. Data collected by researchers using questionnaires and documentation. This research was conducted through several stages as shown in Figure 1.

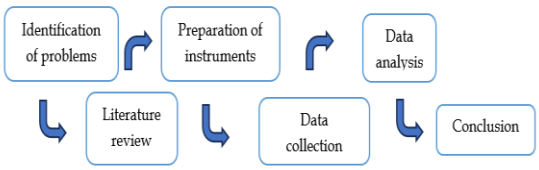


Figure 1. Research Process

The research instrument was subjected to a validity test to ensure its validity and the extent to which it was able to measure the variables studied. The instrument's validity consisted of indicators from two variables, which were assessed by an expert (expert judgment) from a lecturer in early childhood education, and was declared suitable for use. The validity test was then conducted using Corrected Item-Total Correlation (COC) using SPSS. This test serves to filter the instrument items objectively, eliminating items that do not contribute positively or are invalid. A reliability test was then conducted to demonstrate the instrument's consistency level using the Cronbach's Alpha coefficient using SPSS. An instrument is considered reliable if the Cronbach's Alpha value is greater than 0.70.

The results of the research instrument validity test using corrected item-total correlation showed that the variable (X) exposure to popular adult songs in children had 10 valid items, while the variable (Y) children's expressive language development had 8 valid items and 2 invalid items. Therefore, invalid items were eliminated.

The research instrument that was declared valid was then subjected to a reliability test analysis using the Cronbach's Alpha coefficient.

[11] Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*, 2nd edn (Bandung: Alfabeta, 2023), p. 98.

Table 1. Reliability Test Results

Variabel	Cronbach's Alpha	Category
Exposure to adult popular songs	0,876	Reliable
Children's expressive language	0,832	Reliable

Source: Research Data, 2026

The reliability test results showed that exposure to popular adult songs had a Cronbach's Alpha value of 0.876, which is considered reliable. Meanwhile, the children's expressive language development instrument had a Cronbach's Alpha value of 0.832, which is considered reliable. These results indicate that this research instrument is reliable and meets the eligibility requirements for data collection.

Data collection was conducted through the distribution of questionnaires to parents while the children were at home and to teachers who observed the children's expressive language behavior at school. The questionnaires were compiled based on indicators between the two variables, including children's exposure to popular adult songs and their expressive language development. Each questionnaire question between the two variables had four alternative answers, namely the variable of children's exposure to popular songs including S (always), SR (often), KD (sometimes), and TP (never). Meanwhile, the variable of children's expressive language development included SS (very appropriate), S (appropriate), TS (not appropriate), and STS (very inappropriate). The total number of questionnaire items was 20, consisting of 10 questions about children's exposure to popular adult songs and 10 questions about children's expressive language development. The scores obtained from the questionnaire used a Likert Scale.

To analyze the data of this study through several stages: 1) Data tabulation stage, 2) Analysis Prerequisite Test, 3) Hypothesis Test, and 4) Determination Coefficient Test (R2). The data tabulation stage determines the distribution value of the questionnaire results by scoring each questionnaire item based on the Likert Scale. The second stage carries out the analysis prerequisite test, through the first normality test with Shapiro-Wilk, the second linearity test looking for a straight line relationship with the Test

for Linearity, and the third homogeneity test with the Levene test using SPSS. If the data meets the normal distribution then conduct a hypothesis test with a correlation test using parametric statistics Pearson Product Moment, while if the data results are not normally distributed using non-parametric statistics Spearman Rank Correlation. If the relationship is significant then the coefficient of determination (R2) analysis is continued which aims to measure how much influence variable X has on variable Y expressed in percentage (%). The formula applied involves squaring the correlation coefficient value (r) and multiplying it by 100%, using the formula:

$$KD = r^2 \times 100\%.$$

C. RESULTS AND DISCUSSION

The study aimed to analyze the significant relationship between exposure to adult popular songs and expressive language development in preschool children. Data were collected through questionnaires distributed to parents and teachers. The documentation is shown in Figure 2.



Figure 2. Distribution of Questionnaires

The data obtained involved parents of group B students by filling out a questionnaire on exposure to popular adult songs for children at home, while distributing questionnaires to group B teachers to measure the development of children's expressive language at school.

Descriptive statistical analysis includes variables of exposure to adult popular songs and children's expressive language development, including minimum values, maximum values, mean values, and standard deviations with SPSS. The results of descriptive statistics show that the X variable obtained a minimum value of 20 and a maximum value of 35. As well as a mean value of 26.43 and a standard deviation value of 4.41. While the Y variable obtained a minimum value of

22 and a maximum value of 35. As well as a mean value of 28.13 and a standard deviation value of 3.33. The results of the questionnaire analysis with scoring show that the variable of exposure to adult popular songs in children is in a fairly high category with a range of 26 to 33 scores from a total of 30 respondents. Meanwhile, the variable of children's expressive language abilities is in a category that has developed well with a range of 26 to 33 scores from a total of 30 children. This means that in general, it shows that the high intensity of exposure to adult songs and the good expressive language abilities of children provide an initial picture in the tendency to shape children's daily linguistic behavior.

Subsequently, prerequisite testing was performed, starting with a normality test using Shapiro-Wilk due to the sample size being under 50 respondents, which represents a relatively small sample. Normality test with a significant value greater than 0.5 ($p > 0.05$) can be said to be normally distributed.

Table 2. Normality Test Results

Variable	Shapiro-Wilk		
	Statistic	df	Sig.
Exposure to adult popular songs	0,935	30	0,065
Children's expressive language	0,968	30	0,474

Source: Research Data, 2026

Table 2 shows the normality test results, where the variable of exposure to popular adult songs obtained a value of 0.065 and the variable of children's expressive language obtained a value of 0.474. Both variables are determined to be normally distributed because their significance results exceed 0.05. Since the obtained data were normally distributed, the analysis proceeded with a linearity test. A linear relationship is confirmed if the Linearity value in the ANOVA Table shows a significance value less than 0.05 between the two variables.

Table 3. Linearity Test Results

Relationship	Test	F	Sig.
Exposure to popular adult songs *	Linearity	4.124	0.058
Children's expressive language	Deviation from Linearity	0.500	0.878

Source: Research Data, 2026

Table 3 displays a linearity significance value of 0.058, indicating

that the two variables possess a linear relationship. The variable of exposure to popular adult songs in children shows a tendency to be linearly related to children's expressive language development.

The final prerequisite test involved testing the homogeneity of the two compared variables to ensure they possessed similar variances. A homogeneous variance is confirmed via Levene's Test if the significance value is greater than 0.05 (p-value > 0,05).

Table 4. Homogeneity Test Results

Variable	Levene's Test	Levene Statistic	df 1	df 2	Sig.
Exposure to popular adult songs and	Based on Mean	1.651	7	17	0.118
	Based on Median	1.337	7	17	0.293
	Based on Median and with adjusted df	1.337	7	11.550	
	Based on trimmed mean	1.638	7	17	0.192

Source: Research Data, 2026

Table 4 shows that all significance values based on the mean, median, and trimmed mean are greater than 0.05, indicating that both variables possess homogeneous variances. With all prerequisite test results indicating that the data were normally distributed and met the assumptions, the correlation test was conducted using parametric statistics with Pearson's Product-Moment to analyze whether a relationship existed between the exposure to popular adult songs and children's expressive language development.

Table 5. Pearson Product-Moment Correlation Results

		Exposure to adult popular songs	Children's expressive language
Exposure to adult popular songs	Pearson Correlation	1	0,394
	Sig. (2-tailed)		0.031
	N	30	1
Children's expressive language	Pearson Correlation	0.394	1
	Sig. (2-tailed)	0.031	
	N	30	30

Source: Research Data, 2026

Table 5 indicates that the hypothesis testing using the Pearson Product-Moment correlation test yielded a correlation coefficient value (r) of 0.394 and a significance value (Sig. 2-tailed) of 0,031 < 0,05, H0 is rejected and H1 is accepted. This proves that

there is a significant influence between the two variables.

The obtained correlation coefficient of 0.394 indicates a positive direction. This implies that the more frequently children hear popular adult songs, the more their expressive language skills, such as vocabulary imitation, tend to increase.

The correlation coefficient value of 0.394 was used to measure the magnitude of the relationship expressed in percentage form through the analysis of the coefficient of determination (R2) with the formula (KD = r2 x 100%), so that the calculation of KD = (0.394)2 x 100% = 15.52%. This figure shows that exposure to popular adult songs provides a real contribution of 15.52% to the development of children's expressive language.

Based on the overall results of this correlation study, it can be concluded that there is a statistically significant relationship between exposure to adult pop songs and the expressive language development of preschoolers in this study. Although the percentage is relatively low, this figure serves as an important reminder that language pollution plays a role in preschoolers' language development that cannot be ignored. Meanwhile, the remaining percentage is determined by other external factors beyond the scope of this study, such as parenting styles at home, social interactions with peers, and teachers' teaching methods in the classroom.

The discussion of the research results shows that exposure to popular adult songs has a significant relationship with the expressive language skills of preschool children at Mentari Cianjur Preschool. This finding indicates that the more frequently children interact with and listen to popular adult songs, the more their vocabulary will increase. This finding suggests that the elements of rhythm, melody, and repetition in music can facilitate children's language processing.[12] Intervention studies from several countries have shown that consistent use of songs influences various aspects of children's linguistic

[12] Nina Politimou, Simone Dalla Bella, Nicolas Farrugia, and Fabia Franco, 'Born to Speak and Sing: Musical Predictors of Language Development in Pre-Schoolers', *Frontiers in Psychology*, 10 (2019), pp. 10–12.

abilities, including vocabulary acquisition, pronunciation, and word recall.[13] This means that the power of rhythm and melody in songs acts as a powerful memory recorder, thus explaining why children quickly memorize and imitate vocabulary from a song they hear.

The improvement in expressive language skills found in this study is likely influenced not only by the popular adult songs themselves, but also by the social interactions that occur when children listen to or sing these songs with their surroundings. Shared musical activities carried out within the family environment are related to children's language and communication development.[14] Preschool-aged children are at a stage of language development that is strongly influenced by imitation. This process is consistent with Social Learning Theory, which explains that children acquire new knowledge and behaviors through four stages: attention, retention, reproduction, and motivation.[15] Through this process, children acquire new knowledge and behavior through observations available in the environment and media.

Theoretically, the results of this study contribute to the development of preschool children's language, explaining that musical stimulus is one of the environmental factors related to expressive language skills. Musical experiences in childhood influence vocabulary development, language sound awareness, and communication skills.[16] Practically, it provides implications for early childhood education teachers who can utilize

[13] Catherine Hamilton, Johannes Schulz, Hamish Chalmers, and Victoria A. Murphy, 'Investigating the Substantive Linguistic Effects of Using Songs for Teaching Second or Foreign Languages to Preschool, Primary and Secondary School Learners: A Systematic Review of Intervention Research', *System*, 124 (2024), pp. 10–13.

[14] Kate E. Williams, Margaret S. Barrett, Graham F. Welch, Vicki Abad, and Mary Broughton, 'Associations between Early Shared Music Activities in the Home and Later Child Outcomes: Findings from the Longitudinal Study of Australian Children', *Early Childhood Research Quarterly*, 31 (2015), pp. 121–123.

[15] Bandura, *Social Foundations of Thought and Action*, pp. 51-54.

[16] Meredith L. Rowe, Amanda L. Kirby, Meriem Dahbi, and Gigi Luk, 'Promoting Language and Literacy Skills Through Music in Early Childhood Classrooms', *The Reading Teacher*, 76.4 (2023), pp. 488–490.

singing activities as a language stimulation strategy to enrich vocabulary and increase children's courage in expressing ideas verbally. Learning that combines songs and rhythmic words can help preschoolers learn new vocabulary more effectively because rhythm and melody facilitate the process of remembering and repeating learned words.[17] Meanwhile, parents need to be more selective in choosing the songs their children listen to. Parents play a crucial role in providing quality music experiences at home because shared musical activities are related to the development of children's vocabulary and language skills.[18] Music or songs for preschool children still need to be adapted to the child's developmental age to avoid negative impacts on moral, social, or emotional aspects. It is important for parents to filter and limit the types of media content consumed by children at home.[19] This limitation is important to maintain the quality of the audio stimuli received by children at home and continue to support optimal child growth and development.

Overall, the results of this study indicate that exposure to popular adult songs is related to preschoolers' expressive language skills. This study illustrates that the experience of listening to songs is one aspect of the environment that needs to be considered in efforts to support preschoolers' language development through the process of listening, remembering, and imitating the vocabulary they acquire. This reinforces the fact that songs are an effective medium for improving children's language skills, although this study was not specifically designed as educational songs for children. The presence of appropriate stimuli that are appropriate to the child's

[17] Jennifer Lawson-Adams, David K. Dickinson, and Jennifer K. Donner, 'Sing It or Speak It? The Effects of Sung and Rhythmically Spoken Songs on Preschool Children's Word Learning', *Early Childhood Research Quarterly*, 58 (2022), pp. 98–100.

[18] Jessica Pitt and Graham F. Welch, 'Music in Early Education and Care Settings for Communication and Language Support', in *The Oxford Handbook of Early Childhood Learning and Development in Music*, ed. by Margaret S. Barrett and Graham F. Welch (Oxford: Oxford University Press, 2023), pp. 371–376.

[19] Liliek Budiastuti Wiratmo, 'Kompetensi Literasi Digital Orang Tua dan Pola Pendampingan pada Anak dalam Pemanfaatan Media Digital', *Representamen*, 6.2 (2020), p. 81.

developmental stage is expected to help optimize children's ability to express ideas, needs, and feelings through more effective communication.

D. CONCLUSION

The conclusion of this study is that there is a significant relationship between exposure to adult popular songs and the expressive language skills of preschool children at Mentari Cianjur PAUD. This relationship is obtained from a correlation coefficient value of 0.394 with a coefficient of determination of 15.52%, so the research objective to determine the relationship between the two variables has been achieved. This finding indicates that the higher the intensity of exposure to adult popular songs, the greater the use of vocabulary imitated by children in everyday communication. However, this study was limited to one PAUD institution and used a correlational design. Therefore, further research is recommended to use a descriptive qualitative approach to explore the process of vocabulary imitation from adult popular songs in preschool children. This approach allows for the disclosure of the natural mechanisms by which children acquire and use adult vocabulary in everyday conversation.

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