

Use of Singing Methods to Improve Vocabulary Mastery in Children Aged 5-6 Years

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Abstract:

This study aims to improve vocabulary mastery skills through singing methods using classroom action research. The subjects of this study were students in group B of Dharma Wanita Persatuan II Bangil Kindergarten, Pasuruan, with a total sample of 15 children. Data on children's initial ability in vocabulary mastery are still in the low category, so stimulation is given through singing methods. Based on this, the results of the study obtained showed that there was an increase in the ability to master vocabulary in children with an average score of the ability to distinguish the sounds of letters, words, and the use of sentences in the first cycle in the less category, experiencing an increase in the second cycle in the process of obtaining an average score on excellent criteria. Likewise, the average score of children's ability to express words and sentences clearly in the first cycle, which is in the lower category, has increased in cycle II is also an outstanding category.

Keywords: Vocabulary; singing method; language development.

Abstrak:

Tujuan penelitian ini adalah untuk meningkatkan kemampuan penguasaan kosakata melalui penggunaan metode bernyanyi dengan menggunakan jenis penelitian tindakan kelas. Subjek penelitian ini adalah anak didik pada kelompok B TK Dharma Wanita Persatuan II Bangil, Pasuruan dengan jumlah sampel sebanyak 15 orang anak. Data kemampuan awal anak dalam penguasaan kosakata masih berada pada kategori rendah sehingga diberikan stimulasi dalam bentuk metode bernyanyi. Berdasarkan hal ini hasil penelitian yang diperoleh menunjukkan terdapat peningkatan kemampuan dalam penguasaan kosakata pada anak dengan perolehan skor rata-rata kemampuan membedakan bunyi huruf, kata dan penggunaan kalimat pada siklus pertama pada kategori kurang, mengalami peneningkatan pada siklus kedua pada siklus memperoleh nilai rata-rata pada kriteria sangat baik. Begitupula, skor rata rata kemampuan anak dalam mengungkapkan kata dan kalimat secara jelas pada siklus pertama yang berada pada kategori kurang, mengalami peningkatan pada siklus II juga menjadi kategori sangat baik.

Kata Kunci: Kosa kata; metode bernyanyi; pengembangan bahasa

INTRODUCTION

Language development has a vital role in children's lives. Parents and teachers need attention from an early age to work together to provide direction and stimulation to children in the correct and appropriate use of language from an early age. Common language understanding will result in children having difficulty communicating and understanding information, experiencing problems in the ability to speak, and being hampered in learning; this is why language development is a required (Fertiliana Dea et al., 2020). Vygotsky elaborated that language is central to developing a person's thinking ability (Etnawati, 2021). Language development can be done through various exciting and fun activities to stimulate children's ability to orally reveal words (Angraini et al., 2021).

Language development refers to language growth in children; Fiel Margaretha (2020) states that language growth is divided into "receptive language and expressive language." Receptive language or language that is understanding in nature focuses on the ability to hear and read, which improves children's understanding to understand the information obtained. At the same time, expressive language focuses on speech and writing skills that function to convey information and communicate it to others.

Husna & Eliza (2021) explained that expressive language is when children can already speak clearly and pronounce letters perfectly, and children can play roles and use complete sentences. Another opinion is presented by Mulqiah et al. (2017), which say that expressive language can be seen in complex ways, such as how the child expresses himself through sounds, gestures, and expressions speech. The same thing stated by Bloom (1974) noted that the ability of children to convey their wishes based on the rules obtained from experience and other knowledge could be said to be expressive language.

Furthermore, Husna & Eliza (2021) conveyed that children's expressive language is the language used to speak and write. Meanwhile, Field Eve (2014) states that expressive language activities are cognitive processes, including storing, remembering, and re-expressing what has just been heard or conveyed to the listener. Hurlock's opinion, quoted by Joni (2015), explains that the level of word maintenance is adjusted to the level of child development. The existing ideas show that the environment's role provides a certain amount of additional vocabulary to the child. With the addition of speech, the child can communicate with himself and the people around him. Expressive language uses spoken language as a form of expression of the child's face conveyed to others. So it is necessary to have activities that can channel children's words, one of which is singing.

Early childhood is usually able to develop speech skills through conversations that can captivate others (Pertiwi, 2019). Children can use expressive language in various ways, including by asking questions, conducting dialogues, and singing in front of their peers. Since the child is two years old, the child has a strong interest in mentioning various names of objects. That interest will continue and increase and add to the already owned vocabulary. Things around the child will have meaning if the child knows his name; the experiences and situations the child faces will also have a sense if the child uses words to explain them (Husna & Eliza, 2021).

Developing speech skills in early childhood can be stimulated through conversing activities that influence others (Aprinawati I, 2017). Expressive language can be used in various ways: question and answer, dialogue with others, and singing in front of peers. Two-year-olds have a high willingness to explore multiple things, such as mentioning the names of objects so that they can add to the vocabulary that children have. Children's curiosity about the things around them, knowing themselves, and experiences can help them add to their vocabulary (Larasari et al., 2021).

Singing ability is one of the methods that teachers can do in stimulating the improvement of children's language skills because it can be a tool for expressing and expressing their skills

and indirectly functioning the sense of hearing and mouth; this significantly contributes to the child's language development field field (Lubis, 2018). Singing activities are a means to express thoughts and feelings; they are critical because they can give a sense of joy and satisfaction to children so that children are more excited and able to relieve sadness, be able to entertain and have a fun activity. This activity can affect the ability of the child's hemisphere to provide guidance to store the messages obtained stored in *long* memory so that the child can remember words more extended (Sitompul et al., 2019).

Masitoh et al. (2007) Stated that singing activities are activities to make sounds intentionally by using specific techniques or following the rhythm of the music that is listened to and can provide a sense of comfort and pleasure to oneself and as a tool to express their feelings, while speaking is the activity of making sounds without attaching importance to specific techniques. Masitoh also argues that singing is a natural talent possessed by an individual. From birth, the baby begins to recognize sounds, rhythms, or melodies through songs sung by his mother. In kindergarten, singing is an activity that can be integrated into the teaching and learning process. Singing is a teaching method that uses a melodious voice, pleasant tones, and words that are easy to memorize. Singing is a tool for expressing thoughts and feelings to communicate. Singing has a social function as long as it is displayed. The power of singing in this function is seen in education. Through singing, we seek to help children reach maturity in developing the child's physical, intellectual, emotional, and social aspects.

Satibi (2005:11.13) Explains that singing activities cannot be eliminated from daily activities whether they have talent or not. "Singing is an expression of a person's feelings of pleasure expressed through tone and verse." Based on this opinion, the author concludes that singing is one of the activities of conveying something through voice regularly through the use of music or without music by mixing with simple movements that are very popular with children; this activity can be done in kindergarten

The use of singing methods in the implementation of learning has many advantages obtained according to Muliawan (Sitompul et al., 2019), namely: 1) affordable prices, easy, uncomplicated, fun; 2) The knowledge conveyed can be stored in the child's long-term memory; 3) Increase fighting spirit, the souls of heroes, as well as promote a happy mood. Another thing expressed by Masitoh et al. (2007) that the steps in singing activities can develop children's expressive language skills as follows: the teacher chooses themes and songs that will be sung in groups or individuals according to the abilities of the child, the teacher will give examples of how to sing songs, the teacher mixes students to perform simple movements or dances adapted to the verses of the song sung, The teacher provides the opportunity to the students to sing the music they have listened to, the teacher does a question and answer about the verse in the song, the teacher gives explanations and conclusions together with the students about the activities they have carried out.

Based on preliminary observations made by researchers, it was found that children's ability to distinguish the sounds of letters, words, and sentences and re-express what they heard in Group B children was inadequate; it can be seen from conversations between friends at school, some children are not able to understand what is conveyed by the teacher, there are still children who are not confident to speak or answer questions asked by the teacher and lack confidence to perform. Furthermore, the use of methods that are not relevant results in the non-optimal implementation of learning high demands of the community in the ability of children to be able to write, count and read at the kindergarten level before continuing to primary education.

Based on the results of the level of vocabulary mastery in children, it shows that children prefer to be quiet often when asked to speak, lack confidence in expressing opinions, do not respond to what the teacher conveys, and often feel embarrassed to come forward in various singing activities or other activities, sometimes saying sentences that do not match the lyrics. This requires proper handling to stimulate the child's expressive language skills and expand

vocabulary. Researchers design singing activities to implement learning; this is expected to help children have high enthusiasm to participate in learning activities. Based on the results of the presentation, the formulation of the problem raised was how to expand vocabulary mastery using the singing method in students in kindergarten.

METHOD

This research was carried out using a classroom action research approach. The population used in this study was students of Dharma Wanita Kindergarten P.II Bangil with a total sampling of 15 children and one teacher. The implementation of this research is carried out through several stages, namely: 1) compiling actions that will be taken to improve expressive language skills in children from an early age; 2) The stages designed include planning; 3) implementation; 4) data collection (*observing*), and; 4) analyze the data obtained to find out the shortcomings and advantages of the actions taken (*reflecting*).

Table 1. Data sources and data collection techniques

No	Data Shapes	Data Sources	Data Collection Techniques	Instrument Form
1.	Singing Method	Child Observations	Observations and Interviews	Observation Sheet
2.	Vocabulary Mastery	Learning Activities	Observations and Interviews	Observation Sheet

The development of language skills can be seen based on the indicators achieved by children, namely the child's ability to distinguish the sounds of letters, words, and sentences and the child's ability to express comments or phrases. The data obtained in the analysis used simple descriptive statistics to determine the improvement of children's expressive language skills from an early age.

RESULTS AND DISCUSSION

This research was carried out on Monday-Friday with five meetings of Data Cycle I consisting of 4 stages: planning, implementation, observation, and reflection. The planning stage is carried out to find out and analyze problems that hinder the improvement of children's ability to master vocabulary and then discuss with educators the use of singing activities in stimulating language skills. The implementation stage begins with activities the child is directed to line up to conduct a hygiene check early before entering the classroom, after which the child is directed to enter the classroom in an orderly manner. The activity began with saying greetings and prayers together; then, the teacher invited the children to discuss chicken pets. Then continued with singing activities with the following steps: a) the teacher chooses the theme and song to be sung according to the abilities of the child, either in groups or individuals; b) the teacher shows an example of how to sing a song, the teacher invites the child to perform simple movements or dances according to the rhythm of the song; c) the teacher allows the students to sing the song they have listened to, the teacher does a question and answer about the verse in the song; d) the teacher provides explanations and conclusions together with the protégé about the activities carried out; e) the teacher directs the students to carry out activities of memorizing songs and singing together by grouping the equipment used when raising chickens; f) closing, this activity the teacher asks again the material obtained during the learning, the teacher invites the child to sing after that together to read the prayer before going home and ends the greeting.

The next stage is observation, where the observation process is carried out during learning by recording the findings on the development of children's ability to master vocabulary through singing activities, and the following results are obtained:

Table 2. Data on language proficiency results in children

No	Achievement indicators	Observation Results				Average Value	Percentage
		1	2	3	4		
1.	Distinguishing the sounds of letters, words and sentences	9	5	1	0	1,47	9 %
2.	Express a word or phrase	7	7	1	0	1,60	9 %

Based on the results obtained, it can be explained that children can distinguish the sounds of letters, words, and sentences from 15 samples. 9 children got the less category with a percentage of 82%, five children were included in the excellent category with a rate of 45%, and in the good class, there was one child with a percentage of 9%. While in the indicator of children's ability to express words and sentences clearly, there are seven children with a rate of 64% included in the less category, and seven children with a percentage of 64% entering the good class. In the excellent category, there is one child with a rate of 9%. There is an average score of the results of children's ability to distinguish the sounds of letters, words, and sentences from 15 students, which is 1.47, with a percentage of the completeness of learning outcomes of 9% and the average score of children's ability to express words and phrases from 15 students obtained a score of 1.60 with a percentage of learning completion results of 9%.

Table 3. Overall average learning outcomes data

No	Description	Result
1.	Overall Completion Value of Learning Outcomes	1,53
2.	Overall Percentage of Learning Outcomes	9 %

Based on the results obtained, the overall results of the child's learning completion value received a score of 1.53 with a percentage of 9%. The results obtained from the observations made in the first cycle can be explained that the learning applied by the teacher still seems rigid or dictating, the songs presented by the teacher are still rarely listened to by children, as well is a lack of appreciation for children, in providing guidance and implementing learning the teacher does not establish intensive interaction with children so as not to create innovative learning, creative as well as communicative.

The second activity was carried out outside the classroom with several items that must be done to improve children's language skills, especially vocabulary mastery, through the singing method for students at Dharma Wanita Persatuan II Bangil Kindergarten, Pasuruan. These stages are described as follows: 1) increase the intensity of communication between teachers and students and provide motivation; 2) increase the amount of time allocation used during learning so that children are free to express and explore their ideas. The stages of implementing this activity are very different from the previous stages, so the learning presented will be more exciting and fun for children to provide more interaction and expression. The fluctuations of each meeting are activities outside the classroom, which motivate children to improve their vocabulary skills through singing for group B children in Dharma Wanita Persatuan II Bangil Kindergarten.

This activity begins with a) the teacher giving directions to the child to take the line in front of the class in an orderly manner, followed by; b) the teacher checking the neatness of each child as well as directions to enter the classroom neatly and regularly. The activity begins by saying greetings and prayers together; c) the teacher invites the child to discuss the chicken pet. Then continued with singing activities with the following steps: the teacher chooses the theme and song to be sung according to the child's ability, either in groups or individually, the teacher shows examples of how to sing songs, the teacher invites children to perform simple movements or dances according to the rhythm of the music, the teacher gives opportunities to students to

sing the songs they have listened to; d) the teacher conducts a Q & A about the verses in the music; e) the teacher gives explanations and conclusions together with the protégé about the activities carried out; f) the teacher directs the child to perform activities of memorizing songs and singing along with grouping the equipment used at the time of keeping chickens; g) closing, this activity the teacher asks again about the material obtained during the continuous learning; h) the teacher invites the child to sing afterward together to read the prayer before going home and ending the greeting. During the learning process, researchers as observers act to record children's development through singing activities during the continuous learning process.

Table 4. Data on the results of activity i on language skills in children

No	Achievement indicators	Observation Results				Average Value	Percentage
		1	2	3	4		
1.	Distinguishing the sounds of letters, words and sentences	0	0	5	10	3,67	100 %
2.	Express a word or phrase	0	0	7	8	3,53	100 %

Based on the description that has been explained that at this stage, there are five children in the category of developing according to expectations with a percentage of 33% of children able to distinguish the sounds of letters, words, and sentences, ten children are included in the excellent category with a rate of 67% of children able to determine the sounds of letters, terms, and penalties. Furthermore, seven children are included in the excellent category with a percentage of 47% of children able to express words and sentences clearly, and eight children are included in the superb category with a rate of 53% of children able to say words and sentences clearly. The average score of children's ability to distinguish the sounds of letters, terms, and penalties is 3.67, and the percentage of completeness of learning outcomes is 100%. The average score of the results of children's ability to express words and sentences is 3.53, and the percentage of learning completion in this indicator is 100%.

Table 5. Data on overall average learning outcomes of second cycle activities

No	Description	Result
1	Data on overall average learning outcomes of second cycle activities	3,60
2	Overall Percentage of Learning Outcomes	100 %

Based on the results obtained, the average score of the entire learning process received a score of 3.60, and the percentage of completion of the learning process has been wholly completed; this shows a significant increase compared to the first activity. By looking at the acquisition of data on child development achievements in the first activity and the second activity, there are differences in the second activity, namely the child's ability to increase significantly; it can be seen from the data presented that there is an increase in children's abilities in each assessment indicator based on the evaluation of the average results of children's ability to obtain a score of 3.60 with the achievement of presents the completion of the learning process has been in the category of completeness in its entirety. So it can be concluded that the expected learning objectives are achieved in students in group B of Dharma Wanita Kindergarten Persatuan II Bangil, Pasuruan.

Efforts to develop vocabulary mastery skills through the singing method in group B children at Dharma Wanita Persatuan II Bangil Kindergarten. In the implementation of improving the teaching and learning process, there are two indicators, namely, the ability of students to distinguish the sounds of letters, words, and sentences and the power of students to

Express words and sentences. Based on the results of observations made by observers during the learning process in activities I and activity II, there was an increase in children's language skills, namely the child's expressive language increased by the indicators of achievement given can be adequately fulfilled, namely that children have been able to distinguish letter sounds, word sounds, and sentence sounds and children can express things through words or sentences clearly.

Children's ability to master vocabulary based on the data described has increased; in an activity I, the average value of children's ability to distinguish the sounds of letters, words, and sentences was 1.47. In the power of children to express words and sentences received an average score of 1.60 with the percentage of learning completion results got a portion of each indicator of 9%, while in activity II, there was an increase in the average score of children's ability to distinguish the sounds of letters, words and sentences increased to 3.67 and in the indicators of the ability to express words and sentences increased to 3.53 with the percentage of completeness of teaching and learning outcomes each hand has been completed as a whole. Based on the results of observations, it can be explained that the use of singing methods in the implementation of learning can have a positive effect on teaching and learning activities because the learning atmosphere is more fun, engaging, and innovative so that it can stimulate children's language development through singing methods in group B of Dharma Wanita Persatuan II Bangil Kindergarten, Pasuruan.

Students tend to be more enthusiastic about learning about vocabulary through play activities, namely using the singing method. According to Pekerti Widia et al. (2008), children will be more active and like fun activities. So that in compiling learning activities, teachers must realize fun and exciting learning activities for children, especially children aged 4-6 years, by presenting a variety of more innovative and up-to-date activity materials so that children have more activities that can be explored and the material provided is easy for children to understand. An activity that gives children the opportunity to interact with their environment is an activity that can offer many experiences to children and is easier to convey moral messages that are expected, one of which is singing activities.

Singing activities are one of the activities that educators must use in implementing learning to develop children's self. Singing activities can be one of the ways that can be modified to provide material to children to make it easier to understand and make it easier for teachers to convey moral messages. According to the results of the research that has been presented, researchers can conclude that the singing method can be used to improve children's ability to master vocabulary.

CONCLUSION

Based on the research results, it can be concluded that singing activities can improve children's language skills, especially expressive ones, by adhering to the established steps to enhance their vocabulary mastery. This improvement can be seen based on the results of children's achievements in the indicator of distinguishing the sounds of letters, words, and sentences and being able to re-express words and sentences seen in activity II with a score achievement of 3.60 and the percentage of learning completion has been completed thoroughly. Singing is one of the activities in improving children's language skills because this method expresses more words and sentences clearly and can also stimulate children to distinguish the sounds of letters, terms, and penalties through song verses.

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