

LANGUAGE DEVELOPMENT FOR CHILDREN 5-6 YEARS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui sejauhmana perkembangan bahasa anak di RA Al-Hidayah Semanggi khususnya bagi anak usia 5-6 tahun. Metode penelitian ini adalah penelitian deskriptif kuantitatif. Pengambilan sampel dalam penelitian ini menggunakan purposive sampling yaitu anak usia 5-6 tahun yang ada di RA. Al-Hidayah Semanggi yaitu sebanyak 5 anak. Jenis data dalam penelitian ini adalah data primer dan data sekunder dengan metode pengumpulan data menggunakan angket. Analisis data menggunakan rumus rata-rata. Hasil penelitian menunjukkan bahwa secara keseluruhan perkembangan bahasa anak usia 5-6 tahun di RA. Al-Hidayah berada pada kategori berkembang sesuai harapan (BSH). Meski telah berkembang sesuai harapan tetapi masih harus dilatih kembali sehingga perkembangannya tersebut menjadi semakin baik. Hal ini dikarenakan perkembangan bahasa itu sangat penting, karena bahasa merupakan kunci utama untuk anak berkomunikasi dengan orang lain.

Kata kunci: Perkembangan bahasa, anak-anak

ABSTRACT

This study aims to determine the extent of children's language development at RA Al-Hidayah Semanggi, especially for children aged 5-6 years. This research method is quantitative descriptive research. Sampling in this study used purposive sampling, namely children aged 5-6 years in RA. Al-Hidayah as many as 5 children. The type of data in this study is primary data and secondary data with the method of collecting data using a questionnaire. Data analysis using the average formula. The results showed that the overall language development of children aged 5-6 years in RA. Al-Hidayah Semanggi is in the category of developing as expected (BSH). Although it has developed as expected, it still needs to be retrained so that its development is getting better. This is because language development is very important, because language is the main key for children to communicate with other people.

Keywords: language development, children

INTRODUCTION

Early childhood is a group of children aged 0-6 years and this period is a golden age, because at this time children experience rapid growth

and development and cannot be replaced with the future. At this time, if children are given proper developmental stimulation and in accordance with their developmental

stages, it will be a very important capital for children in the future. (Laili, Humaidah, & Zulfahmi, 2019: 92). There are six aspects that are developed in children's education, namely physical motor aspects, religious and moral values, cognitive, language, emotional social arts, and children's creativity. These six aspects are the basic capital of children to support development in the future. (Yuli Ani, 2017:100). From some of these aspects, what will be discussed by researchers in this study is the language aspect, this is because language is a very important need in human relations.

According to Anggalia and Karmila (2014) that language development is the ability of children to express their desires and needs to others. According to Suhartono (2005) language skills in early childhood are characterized by the child's ability to speak regularly and structured, the conversation can be understood by others and the child is able to respond both positively and negatively to the conversation of the interlocutor.

Language in Permendikbud Number 137 of 2014 concerning

Early Childhood Education Standards (Permendikbud, p. 5) consists of: a) Understanding receptive language, including the ability to understand stories, commands, rules, enjoy and appreciate reading; b) Expressing language, including the ability to ask questions, answer questions, communicate orally, retell what is known, learn pragmatic language, express feelings, ideas, and desires in the form of scribbles; and c) Literacy, which includes understanding the relationship between the shape and sound of letters, imitating the shape of letters, and understanding words in stories.

In the world of education, language is very important where language is the initial capital for teachers and students to interact. Teachers and Parents should use good grammar and vocabulary that is easy to understand, especially for early childhood. Because communication will greatly affect language development in children, especially in expressing language. Therefore, effective communication in early childhood education is very important.

Effective communication is communication that is able to produce attitude changes in other people that can be seen in the communication process (Hanum, 2017: 47). Where the purpose of communication itself is to provide convenience in understanding the message or language conveyed between the giver of information more clearly and completely, and can be understood and understood well by the recipient of the information or communicant.

Djamaris (in Ahmad Susanto, 2011:78) reveals that the language skills of children aged 5-6 years have characteristics such as: 1) can pronounce words of more than 2,500 words; 2) the scope of vocabulary mastered is quite broad; 3) Able to be a good listener; 4) Can interact or have a conversation, the child is able to respond to the conversation; 5) Children can express themselves, learn to write, read and tell stories.

Then it is also explained in the Regulation of the Minister of Education Number 137 of 2013 that the language development of children aged 5-6 years is marked by children answering more complex questions, mentioning groups of pictures that

have the same sound, communicating orally, having a vocabulary, and recognizing symbols. - symbols for preparation for reading, writing and counting, compiling simple sentences in complete structure (main sentence-predicate-adverb), having more words to express ideas to others, continuing a story/fairy tale that has been heard and showing understanding of concepts -concepts in story books.

Based on observations made by researchers in RA. Al-Hidayah shows that children aged 5-6 years have not been able to answer questions clearly or complexly, and have not been able to communicate verbally using vocabulary, have not been able to communicate in simple and easy-to-understand sentences. For example, when the teacher asks the name, the child will answer their own name. But when the questions are deepened, such as asking the name of their parents, how many brothers or sisters they have, home address, favorite food, then only a few children are able to answer according to these questions and the rest of the children are silent or do not pay attention.

Furthermore, the children in RA also lack the words to express their

ideas to others and have not been able to recount the stories they have heard. This can be seen when the teacher tells the story, there are some children who are dumbfounded and do not pay attention. Then when asked to retell the story, the children were silent and some even cried because they did not understand. If this condition is allowed to continue, it is feared that it can affect the language development of children in RA.

Based on these problems, the researchers were interested in conducting research on the language development of children 5-6 years old in RA. As the purpose of this study was to determine the extent of children's language development in RA Al-Hidayah Semanggi, especially for children aged 5-6 years, the method of this research was descriptive quantitative research. Sampling in this study used purposive sampling, namely children aged 5-6 years in RA. Al-Hidayah as many as 5 children. The type of data in this study is primary data and secondary data with the method of collecting data using a questionnaire. Data analysis using the average formula.

DISCUSSION

This research was conducted from 02 to 06 November 2020 in RA. Al-Hidayah Semanggi Sunggal District with a total sample of 5 children from 14 children. The data collection was done by the researcher met with the RA teacher. Al-Hidayah Semanggi, then researchers and teachers carried out several activities related to children's language development, such as telling stories, playing while getting to know the types of animals and fruits, communicating orally, asking questions and learning to write and read. After the activity was completed, the researcher asked the teacher to fill out a research questionnaire as an assessment of the language development of early childhood 5-6 years in RA. Al-Hidayah Clover. The description of the results of this study is based on the assessment indicators which are described as follows.

Language Development Based on Children Can Answer More Complex Questions

This indicator can be assessed based on the child being able to know the meaning of the questions given,

being able to answer questions well and being able to answer in accordance with the questions. The child's language development based on the child's ability to answer more complex questions consists of 7 statements with an average weight of 50. This shows that language development based on children can answer more complex questions in RA. Al-Hidayah Semanggi is in the Beginning to Develop (MB) category. This is because the child has begun to be able to answer more complex questions, for example, when asked "Sunday off", what activities do you do?" then the child has started to answer "playing with younger siblings, playing with mom / dad" even though sometimes the teacher helps. Although sometimes assisted by the teacher, at least the child already knows the intent of the question given and is able to answer according to the question.

Language Development Based on Children Able to Name Groups of Pictures That Have the Same Sound

This indicator is measured based on the child's ability to name animals with the same letter prefix,

name fruits that have the same prefix and group pictures that have the same sound. As for language development based on children being able to name groups of pictures that have the same sound, they have an average weight of 76.4. Based on these results, language development based on children is able to name groups of pictures that have the same sound in RA. Al-Hidayah Semmanggi is in the Very Well Developed category (BSB). This is because when a child is asked to name an animal starting with the letter "C", the child can say it like "Lizard, Worm", then when asked to name a fruit with the letter "A" prefixing the child can say something like "Apple and Grape". " Not only that, when children are asked to group pictures of animals and fruits with the same letter prefix, namely the letter "A", the child can group more than three pictures, such as "grapes, apples, chickens and geese".

Language Development Based on Oral Communicating

This indicator can be assessed based on the child's ability to pay attention when doing learning activities and imitating, mentioning the names of objects around him and

mentioning consonants and vowels. So this third indicator there are 10 statements regarding language development based on verbal communication with an average weight of 66. This shows that the language development of children in RA. Al-Hidayah Semanggi based on these indicators is in the category of Developing According to Expectations (BSH). This is because when the child is asked to pay attention, the child has begun to pay attention well. In addition, children can also learn to imitate sounds from the collected images, such as the sound of ducks, birds and so on. Furthermore, when asked to name vowels and consonants, the child also mentioned that the vowels were "a, i, u, e, o" and consonants such as "b, c, e and so on. Even though the child does not mention everything, at least the child has started to understand.

Language Development Based on Composing Simple Sentences in Complete Structure

Language development based on compiling simple sentences in a complete structure consists of the child's ability to communicate with

structured sentences, being able to make and answer questions well. The language development of children aged 5-6 years in RA. Al-Hidayah Semanggi based on these indicators, which has an average weight of 73 and is in the Developing According to Expectations (BSH) category. This is because children have begun to be able to communicate well and answer questions using good and correct Indonesian. For example, when asked "what do you want to be?", the child is able to answer "I want to be a police officer".

Language Development Based On Having More Words To Express Ideas To Others

This indicator can be assessed based on being able to express opinions and being able to retell the events that he experienced. The language development based on these indicators, which has an average weight of 100. This shows that the language development of children aged 5-6 years in RA. Al-Hidayah Semanggi based on indicators of having more words to express ideas to others is in the Very Good Developing category (BSB). Where

children are able to express opinions when asked "what do you want to play?" then the child is able to answer "I want to play on the swing". Then when asked, "I woke up earlier, what did you do?", then the child was able to retell the incident that he experienced, such as "I woke up, I took a shower, brushed my teeth, then had fried noodles for breakfast" and so on.

Language Development Based on Continuing a Story/Fairy Tale That Has Been Listened

This indicator can be assessed based on the child's ability to connect the story well and can convey the story that has been heard in a succinct manner. Meanwhile, language development based on indicators of continuing a story that has been heard has an average weight of 50. This shows that the language development of children aged 5-6 years in continuing a story that has been heard in RA. Al-Hidayah Semanggi is in the Beginning to Develop (MB) category. This is because the child is only able to connect the story only a little, such as when telling about "Prophet Ibrahim" the child is only able to convey that "Prophet Ibrahim cannot

be burned by fire" then the child has not been able to tell in detail. However, this has shown that children's ability to connect and tell stories is starting to develop.

Language Development Based on Demonstrating Understanding of Concepts in Storybooks

This indicator can be assessed based on children being able to tell stories using intonation and being able to tell stories while expressing themselves. As for language development based on these indicators, it has an average weight of 50. This shows that language development is based on indicators of children's ability to show understanding of concepts in story books in RA. Al-Hidayah Semanggi is in the Beginning to Develop (MB) category. This is because when the child tells about Prophet Ibrahim and in the story there is a scene where the King is angry with Prophet Ibrahim, the child has started to be able to tell stories while angry even though he is still laughing.

Based on the results of these studies, it can be concluded that the overall language development of children aged 5-6 years in RA. Al-

Hidayah Semanggi is in the category of developing according to expectations (BSH), meaning that children are able to answer more complex questions, children are able to name groups of pictures that have the same sound, communicate verbally, have a vocabulary, and recognize symbols. to prepare for reading, writing and arithmetic, compiling simple sentences in complete structure (main sentence-predicate-adverb), having more words to express ideas to others, continuing a story/fairy tale that has been heard and showing understanding of concepts in story books.

Language development of children aged 5-6 years in RA. Al-Hidayah Semanggi has indeed developed but still needs to be retrained so that its development is getting better. This is because language development is very important, because language is the main key for children to communicate with other people. If the child's language development is poor, then the ability to communicate both orally and in writing will also be bad, but if the language development is good,

the child will be able to communicate well with the people around him.

Basically, in training children's language development there are several things that educators and parents should not do when talking to children, including: ordering, blaming, belittling, advising, comparing, lying, giving negative nicknames, entertaining, threatening, criticizing. , insinuate, investigate (Yamin and Sabri, 2013:117).

If one of these things is done, the child will feel insecure about himself and his feelings. When talking should also not be done in a hurry because the child's ability to catch the message is still limited and does not give the child the opportunity to understand the message so that there are many mistakes in the parenting process that can make teachers and parents angry.

CONCLUSION

The results showed that the average weight of the language development of children aged 5-6 years in RA. Al-Hidayah Semanggi is 67.2, the child's ability to answer more complex questions is 50, the child is able to name groups of

pictures that have the same sound of 76.4, communicating verbally is 66, compiling simple sentences in a complete structure is 73, the child has more words to express ideas to others by 100, continuing a story that has been heard by 50, children's ability to show understanding of concepts in story books by 50 and the conclusion of this study is the language development of children aged 5-6 years in RA. Al-Hidayah Semanggi is in the category of developing as expected (BSH).

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