



## Teacher's Effort In Improving Early Children's Language Development



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### Abstract

*This study aims to determine the efforts that can be made to improve early childhood language development in schools. Derived from the results of previous studies, it is known that there is still a lack of language development in children at an early age. This can be influenced by many factors, including boring learning in school, stuck learning methods, and the lack of creativity of teachers in creating an exciting learning environment. The research method used in this research is literature study research, where the system data retrieval comes from books or journals analyzed based on existing problems. The results of the research show that in improving children's language development, stimulation is needed. In early childhood learning, the role of the teacher is vital because the teacher will become a motivator, facilitator and mediator. There are many ways that teachers can improve children's language development so that learning becomes fun and enjoyable for children, such as using the play method, namely using serial image media, picture media in a sandbox, and storytelling methods. From the results of this study, it is concluded that the development of children's language skills can improve.*

Penelitian ini memiliki tujuan untuk mengetahui usaha atau upaya guru dalam meningkatkan perkembangan bahasa anak usia dini di sekolah. Berasal dari hasil penelitian-penelitian terdahulu diketahui bahwa masih kurangnya perkembangan bahasa anak di usia dini. Ada banyak faktor yang mempengaruhi perkembangan bahasa anak, yakni karena pembelajaran yang membosankan disekolah, metode pembelajaran yang dipakai hanya itu-itu saja, kurangnya kreatif guru dalam membuat suasana lingkungan belajar yang mengasyikkan. Penelitian menggunakan metode studi literatur atau kajian pustaka, yang mana data-data berasal dari buku, jurnal atau artikel yang sudah dianalisis dan sesuai dengan permasalahan yang ada. Hasil penenelitian menunjukkan bahwa dalam meningkatkan

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perkembangan bahasa anak dibutuhkan stimulasi. Pada pembelajaran anak usia dini, peran guru sangat penting karna guru nantinya menjadi motivator, fasilitator, dan mediator. Beberapa cara yang bisa dilakukan sebagai upaya meningkatkan perkembangan bahasa anak oleh guru disekolah, sehingga pembelajaran menjadi asik dan menyenangkan bagi anak seperti menggunakan metode bermain yakni melalui media gambar seri, media gambar dalam bak pasir, dan ada metode bercerita. Dari penelitian ini disimpulkan yakni perkembangan kemampuan bahasa anak dapat meningkat dengan baik.



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## INTRODUCTION

Childhood is the most appropriate time to develop language because childhood is in the phase of the most rapid growth and development (Susanti, 2015). According to Fauziddin, early childhood is a golden age (Fauziddin, 2014). At this time, the child's brain is experiencing the fastest development throughout life (Syafi'i, Chusnah, Inayati, & Sari, 2021). Child development after early childhood is grouped into six aspects, namely cognitive, physical-motor, social-emotional, moral and religious, language and art. The potential that can be developed from an early age is language skills (Zahro, Atika, & Westhisi, 2019). Some research results show that children at an early age are children who have a sensitive period whose function is essential for children's education. This period requires appropriate stimulation and stimulation so that children's abilities develop optimally, including their language skills (Wahyuni, Desyanty, & Rahma, 2020).

A language is a communication tool used to convey something in the heart, or a tool to get ideas, thoughts, concepts, or feelings. In early childhood, language is needed to establish communication and socialization in the environment, because language can make it easier for children to express their ideas and opinions. According to Hartati, early childhood experiences a very fast and fundamental development process for the next life, therefore, children are called special figures (Hartati, 2007).

According to Hasan education at an early age is a stimulus in the form of a coaching effort, which is centred on children from birth to the age of six years. This coaching helps physical and spiritual growth so that children have readiness to enter further education (Hasan, 2009). According to Eliza, the purpose of education at an early age is to help develop six aspects of development for children and independence which is carried out through fun and creative activities (Eliza, 2019).

Children's learning tends to be done by learning while playing. According to Delfita, playing is a natural activity that is spontaneous, creative and very liked by children. According to Montessori in Delfita, by playing children can learn and absorb whatever happens in their environment (Delfita, 2012).

According to Rusniah there are four language developments for children: listening, speaking, reading and writing (Rusniah, 2017). For children to achieve optimality in reading and writing, the development can be carried out in a balanced manner. Based on the reference contained in the standard for children's education at number 58, it is known that in developing children's language there are three aspects, namely accepting language, expressing language, and literacy.

Teachers' knowledge of children's languages in school life is beneficial for planning purposes, implementing implementation, as well as assessing or evaluating learning. Teachers should have broad knowledge about children's language growth and methods for developing it so that later they have good and correct language skills, both in observing, dialogue, reading and writing (Zubaidah, 2004).

Children's language development at school requires the role of a teacher. The role of the teacher will later be to share knowledge and a fun and effective learning atmosphere for children so that the learning environment is fun, and active, and allows children to perform optimally in school. There are several ways that teachers can apply in early childhood language education, namely through storytelling, conversation, question and answer method, field trip, demonstration method, sociodrama, experimental method, project method, and assignment method (Depdiknas, 2014).

Based on observations in the field, we can know that there is still a child's language development has not increased. Factors that can affect this include boring learning at school, the only learning methods used, the lack of creative teachers in creating an exciting learning environment, and many factors that can affect children's language development. We can find this in the results of previous studies related to the efforts of teachers in developing children's language. For this reason, in this study, the author wants to examine how efforts are made to improve children's language at school, so that the development of Aud's language can increase.

According to Veryawan & Jellysha language has the following characteristics (Veryawan & Jellysha, 2020):

1. Systematic, meaning the combination of sound and writing that is consistent, regular, and standard.
2. Arbitary, is language that comes from the relationship between various sounds and visuals, objects, or ideas. Each language has a different word.
3. Flexible, meaning that it can change according to the times. Vocabulary continues to increase and increase according to advances in science and technology.

4. Various meanings in terms of pronunciation, languages have various dialects or different ways of pronunciation, vocabulary, and syntax. Initially the difference in dialect was caused by the geographical location of the area.

5. Complex, is the intelligence of thinking and reasoning caused by the ability to explain concepts, ideas, or relationships that can be manipulated when thinking and reasoning.

The potential of language is as a basic skill that is very important to be developed from an early age. Language plays an important role in the development of children's knowledge, social, and emotional. Activities that can stimulate children's language include stimulation, direction, and guidance which can later improve children's language development and become the main basis for the next child's development (Wati, 2018).

According to Zubaidah, children's language development in schools is categorized as follows: (1) courage in conveying feelings and thoughts to others, (2) capturing other people's conversations, (3) developing vocabulary, and (4) the ability to convey opinion (Zubaidah, 2004).

Therefore, educators should be able to choose educational and learning techniques that are appropriate for the age of the child. Several learning techniques that can be used by educators in schools in an effort to improve language development in schools include storytelling techniques, language games, puppet plays, discussions, questions and answers, dramatization, saying poetry, role-playing, and field trips. It is hoped that through the right method, children can speak naturally well.

## **METHODS**

The literacy study method is a research technique used in this study. The data are taken and sourced from books, articles and journals that have been analyzed based on the existing problems. Zed says that literature review is the collection of data from the library, after it is collected it is read and written or recorded and processed the research materials (Mestika, 2004). The sources of this research are documents in the form of books and journals of previous research results that are by this research.

According to Nazir literature study is the result of a survey of books, literature, notes and reports that are available and related to the issues discussed (Nazir, 2014). A researcher must first understand the sources of information to be addressed before researching. In this study, the collection of several books, scientific journals or data from other sources relevant to the teacher's efforts to improve children's language. One of the reasons for choosing this library research is because of the obstruction of access to conduct research in the field due to the COVID'19 pandemic (Ikhwan, 2021).

## **RESULT AND DISCUSSION**

Educators have a very important role in the learning process (Ikhwan, Frenki, & Rohmad, 2019). Educators or teachers have the role of educating, teaching, guiding, training, and evaluating learning (Anwar, 2022). Teachers are also motivators, mediators, and facilitators for children (Rohmad, Ikhwan, & Tumin, 2020).

Language skills need to be honed from an early age, because language skills are one of the initial capital to communicate in various aspects of people's social life. So with this problem, teachers need to have a strategy for developing children's language that can be created with various appropriate methods in improving early childhood language.

The efforts that can be used when providing stimulation/learning to children in language development are through the use of media. The media used can be simple things such as pictures, posters, pamphlets that are easy to find, economical, high-tech electronic devices and other media. Examples of media that can be used are picture series. Image series is a medium with related images. Through this media, it is known that children's vocabulary mastery and children's speaking ability are better than without using the serial image media (Aprinawati, 2017).

From the observation that in developing children's language skills, teachers must be smart in choosing media or media sources that are interesting and easy to understand by children, therefore the teacher is a facilitator in developing language skills. By introducing work to students, it is hoped that children will increase their language skills and make children who have noble ideals in the future. This is considered important because children are the young generation that is expected by this nation and country.

In addition, in stimulating children's language development, teachers can do learning through methods that can be used by teachers, one of which is the storytelling method. A storytelling method is a form of providing learning experiences to children who are given orally or verbally. The story told by the teacher must be a story that can attract children's interest so that children can pay attention to the learning. Educators are facilitators in getting a fun learning experience for children through the stories that are told. Through this storytelling method, it can train children's concentration in improving language skills through listening and expressing language if done repeatedly (Rusniah, 2017).

According to Delfita, teachers must be able to use various methods when learning is given, so that children do not get bored quickly when learning. For the purpose of children's language skills to be achieved, strategies and approaches children are needed (Delfita, 2012). Improving children's language skills can also be done through play. One of the games that can be used is the picture game in the sandbox, which is a game made to develop children's language skills, especially oral skills through vocabulary. With this, the development of children's language skills through picture games in a sandbox at school (Rusniah, 2017).

As is the case in other literature, efforts are being made to improve children's language skills using appropriate methods such as conversational methods, storytelling methods,

etc. With an interesting method, the child will show very rapid progress as can be seen from the child daring to answer questions and speak simply. Seeing the reality on the ground, it can be seen that the teacher's efforts in developing children's language with the methods used by the teacher are quite good. And to achieve this success there must be cooperation between the components of the educators themselves, both educational goals, principals, teachers and students, the material to be delivered, the methods used in terms of facilities and infrastructure.

Learning activities in their application require stages that must be passed, both initial, core and final activities. *First*, the initial activity is the initial activity carried out by the teacher to initiate a learning activity before entering the learning activity. Like making a line in front of the class, saying greetings, reading prayers saying good morning to teachers and friends. *Second*, core activities are activities that are focused on teaching and learning activities in a lesson, namely by focusing on learning activities that children want to learn. In this case, a teacher develops language skills using appropriate methods that are packaged to make children familiar with the work, professions of the doctor, farmer, policeman, teacher, midwife, fisherman, postman etc. *Ketiga*, kegiatan akhir adalah kegiatan yang dilakukan sebelum anak pulang kerumah, biasanya kegiatan tersebut diisi dengan tanya jawab seputar kegiatan yang dilakukan anak dikegiatan akhir dalam hal ini anak diajak untuk memahami dan mengenali macam-macam pekerjaan, dan tepat lokasi pekerjaan, dan setelah itu anak diajak bersholawat bersama serta menyebutkan Asmaul Husna yang sesuai kemampuan anak, bernyanyi salam perpisahan dan berdo'a sebelum pulang.

Based on the explanation above, we can see that the role of educators is very important in providing stimulation and making learning activities fun for children. The role of educators in developing children's language skills can be through the use of various methods by learning in early childhood where each development stimulation uses a fun development method. Therefore, educators must be able to master what methods will be implemented when they want to develop the abilities of early childhood. In schools, teachers become motivators, facilitators, and mediators for children in stimulating their language development. Several methods that can be used to improve children's language skills include using the method of playing through media such as picture series, and sandbox media, as well as through the storytelling method.

## CONCLUSION

From some of the results of the research above, we can know that early age is the most appropriate period in developing language because at this early age children will be in a

very rapid growth and development phase. Children's language can improve rapidly if accompanied by the given stimulation. The role of a creative teacher in creating a pleasant learning atmosphere can also increase children's language development. Methods that can be used to improve children's development and language skills include the storytelling method and the playing method such as playing with serial picture media, and picture media in a sandbox. In this case it is known that the development of children's language skills can increase.

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