DEVELOPMENT OF LANGUAGE CAPABILITIES FOR EARLY CHILDHOOD 4-5 YEARS IN MUTIARA INSANI KINDERGARTEN

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Abstract. Language development is very important to be developed because language is a liaison or communication tool between community members consisting of individuals who express their thoughts, feelings, and desires.To speak means to use language based on individual knowledge of customs and manners. At the stage of early childhood language development begins with the process of listening or listening. The purpose of this study was to determine the extent of the efforts and methods of PAUD teachers in developing children's language at the age of 4-5 years. The method used in this research is descriptive qualitative. 1 in this study was a group A PAUD teacher, as a teacher for children aged 4-5 years.The method used in this research is descriptive qualitative. Data collection techniques in the form of interviews, observation and documentation. Respondents in this study were early childhood teachers in group A, teachers of children aged 4-5 years.The results of this study indicate that the development of children aged 4-5 years in Mutiara Insani Kindergarten is by providing stimulation by the teacher in developing and increasing children's interest through learning methods and learning media. The learning method used is by question and answer, story telling and guessing words. And the media used are picture story books, flash cards as well as direct communication.

Keywords: Language development, Early Childhood, Method.

INTRODUCTION

Development is a process of change where children learn to master a higher level of various aspects. One important aspect of development is the aspect of language development.

Speaking here means that children can receive language and express simple language that can be understood by children and others. Because, children or adults who have difficulty communicating, will also experience difficulties in expressing themselves, understanding other people, and building interpersonal relationships (Jumaris: 2014). Language is a very important communication tool in human life because besides functioning as a tool to express thoughts and feelings to others, it is also a tool to understand the feelings and thoughts of other people. Language development is very important to be stimulated in early childhood. A teacher at school is a tutor for children in an effort to develop children's language. By improving children's language, teachers are able to explore and develop all aspects of child development, namely the ability of religious and moral values, cognitive, physical-motor, and social-emotional. Language is also a very important communication tool for humans, especially for early childhood who are learning to socialize, that is, humans need other humans to interact and establish communication through language.It is not surprising that language is a benchmark for a child's intelligence that will enhance other intelligences.

Childhood is the most appropriate time to develop language .Because at this time it is often called the "golden age" Early Childhood 0-8 years is a very decisive age in developing their potential,and this is called the golden age and it comes only once and cannot be repeated. It is during this golden age that determines the development of human qualities (Mutiah: 2010) where children are very sensitive to the stimuli around them. get good stimulation related to the physical aspects of motor, intellectual, social, emotional and language. According to Hurlock, (Musyafa, 2002:26) initial development is more important than subsequent developments, because the initial basis is strongly influenced by learning and experience. Likewise, the role of language for children.

Children's language development is an effort or activity to develop children's ability to communicate with their environment through language. Every child (human) has a genetically inherited language talent. Through interaction activities in a society, a person's language talent will be formed and developed.Ellis (1993) states that to be skilled in language (language arts) a person should be able to address language as an integration between "language and art". Thus, as an "artist", in order to be able to create art, one is required to master a number of basic artistic skills and use them to work by reflecting on one's experiences, thoughts and knowledge. Likewise with language in children. In the AUD school environment, this is intended to develop the language as a basis for communication and expression. The core goal of language development in AUD is that children are able to communicate. Therefore, the main task of the teacher is to develop children's language in order to be able to communicate effectively in life in their environment.

According to Musfirah (2009) stimulation means arousing a certain power or ability that already exists in a child that is not coercive and does not contain specific target abilities. The meaning of this stimulation in language learning means stimulating children to use language in communicating to express their ideas and feelings. According to Yawkey quoted by Endah (2018) there are at least some stimulations that teachers can do, including developing language fluency, developing syntactic skills, developing the ability to express oneself.

Therefore, the writer feels it is important to research how children's language development in Mutiara Insani Kindergarten, Purwakarta.

RESEARCH METHODS

This type of research uses descriptive qualitative research, which is a deep work step to describe an object, phenomenon or social setting of translation in one narrative text. The research was conducted at Mutiara Insani Kindergarten, Purwakarta. to find out how the process of language development in children aged 4-5 years and what are the stimulations

carried out by teachers in carrying out teaching and learning activities, especially those related to the development of AUD language aged 4-5 years at Mutiara Insani Kindergarten, Purwakarta. to find out how the process of language development in children aged 4-5 years and what are the stimulations carried out by teachers in carrying out teaching and learning activities, especially those related to the development of AUD language aged 4-5 years at Mutiara Insani Kindergarten, Purwakarta. Data collection techniques used observation, interview, and documentation techniques which were collected through detailed descriptions of the results of interviews with group A teachers using recording media. The research time is November 1-14 2022 at Mutiara Insani Kindergarten, Purwakarta. data collection techniques with interview techniques, in the form of meetings between two people then exchanging information and ideas through question and answer so that meaning can be constructed in a particular topic (Sugiyono: 2014). Interview techniques were used to obtain information about children's language development at Mutiara Insani Kindergarten. Qualitative research is declared valid if the data/information collection has a degree of trust (capability), keteralihan (Transferability), Ketergantungan (dependability) dan kepastian confirmaabilitiy).transferability, dependability and certainty of confirmabilitiy). In maintaining data analysis, namely the process of systematically compiling the data obtained based on the results of interviews. The data analysis technique used is descriptive narrative. The data collected is written in a detailed way (reduction). The technique of presenting qualitative data is done in various ways, such as tables and graphs. After that, a conclusion/verification verification is carried outThe data analysis technique used is descriptive narrative. The data collected is written in a detailed way (reduction). The technique of presenting qualitative data is done in various ways, such as tables and graphs. After that, a conclusion/verification verification is carried out.

RESULT AND ANALYSIS

Children's language development is an effort or activity to develop children's ability to communicate with their environment through language. Every child (human) has a genetically inherited language talent genetically inherited. Through interactive activities in an educational environment between teachers and students. Students will be formed and developed through an educational interaction activity at school.Language development activities for early childhood are a top priority for teachers at Mutiara Insani Kindergarten to be able to develop other aspects of development because the language aspect is an important aspect which forms the foundation for the development of other aspects (Hurlock: 2014).

Based on the results of interviews with teacher A at Mutiara Insani Kindergarten, Purwakarta, the process of developing early childhood language includes educational interaction activities between teachers and students, as well as students and students in school settings. In addition, daily interaction activities carried out by students and parents are early childhood language development activities. In addition, the results of interviews with 2 teachers, namely teachers B and C explained that the development of early childhood language skills includes daily interaction activities both in class and outside the classroom including activities that are integrated in learning, spontaneous interactions between teachers and students when communicating at school, and during play activities during rest hours (outside teaching and learning activities).

This is in line with the opinion of Ellis (1993) which states that to be skilled in language (language arts) a person should be able to respond to language as an integration between "language and art". Thus, as an "artist", in order to be able to create art, one is required to master a number of basic artistic skills and use them to work by reflecting on one's experiences, thoughts and knowledge.Likewise with language in children. In the AUD school

environment, this is intended to develop the language as a basis for communication and expression.

One of the Mutiara Insani Kindergarten teachers revealed that before planning a learning program, educators must first understand children's language development according to their age, so educators can observe whether all students have developed according to their developmental age (according to STTPA). If there are several children whose language development has not been achieved according to the STTPA, then this is adjusted. For example, if most of the friends in the class are able to recognize words, then the teacher gives a shot to the inner child. Knowing letters, for example the nose, then the child learns to recognize letters, h_i_d_u_n_g.. Any media can be used in language development, (from used goods) such as bottle caps because the essence of language development is active communication carried out by the educator to students.

Based on the results of interviews and observations of teachers A, B and C using a learning program design (RPP) which contains learning methods that are relevant in developing early childhood language.

These methods include question and answer method, playing method,. The question and answer method is used to stimulate children to speak and learn to express their wishes and opinions so that in these activities children will be able to develop more quickly in terms of their language pronunciation.

This is done because it is relevant to the teacher's task as a classroom teacher in the framework of "language-skilled children" is to develop speaking teaching by placing more emphasis on class activities that are dynamic, lively, and in demand by children.Thus, the class is really felt as a need for children, in the end the child feels ready to be able to communicate in social life, both at home, school, playgrounds, and even in public places. Children's language skills can be mastered by children, when children have the ability to listen, speak, read.

Based on the results of interviews with 4 teachers, it shows that the activities carried out in stimulating language development in students are training self-confidence in children, through story telling activities, so that children are able to express opinions, ask what and how, express language and accept language.

In this way, the teacher also trains the child's self-confidence. By giving a foothold, for example the teacher says, "if you want to pee, you can tell the teacher, okay? It's like the teacher, I want to pee." So that the child is able to convey wishes.Because if the teacher forgets, never gives a foothold then the child will feel embarrassed/reluctant to express wishea.

In addition, based on observations and observations of learning in Mutiara Insani Kindergarten to the 4 teachers in Mutiara Insani Kindergarten, it shows that the stimulation carried out by the Mutiara Insani Kindergarten teacher in Purwakarta was carried out by providing methods such as asking, answering, playing. Apart from that, Mutiara Insani Kindergarten teachers make maximum use of the media, such as using Media Flash cards to stimulate children to answer and express words by motivating children so that they feel interested in learning. In addition to using various methods and interesting media, quizzes are also given to spur children's initiative in answering, they also provide guesswork, for example guesses in the form of animal characteristics, guess English and opposite words.Based on the results of these observations and interviews, educational communication and interaction activities between teachers and early childhood are very important because it is from this process that teachers will provide stimuli in developing early childhood language. Based on that, then language skills can be mastered by children, if children are able to master the four language skills, namely listening/listening, speaking, reading and writing, these skills can be developed in various ways, such as often talking to children, so that we know to what extent children understand the purpose of the conversation there is also by playing a guessing game

or you can also play flash cards. The creativity of parents and teachers is needed in terms of attracting children's interest, namely by playing fun games.

Based on the results of the interviews above, it can be seen that in developing children's language skills, various kinds of media are needed, such as flash cards, story books with reading cards. But more than that, the communication that exists between educators and students can create an atmosphere of closeness and arousing children's interest in interacting, such as question and answer, guessing and other fun games. That way the child is able to provide feedback and gradually builds self-confidence, because he is able to express his wishes and receive orders more clearly, (understood by the child).

The use of learning media carried out by educators such as picture story books and flash cards is of course in accordance with the theme being stretched, and educators should provide the widest possible information about this theme in children's language skills. The pictures should display ideas, information, concepts that support the goals, and the needs of the goals. In order to develop students' abilities to the maximum. For children who have obstacles, such as lack of vocabulary or speech delays, educators are expected to provide special treatment, in order to improve their ability to catch up.

In addition, based on observations and interviews, the factors that influence early childhood development in Mutiara Insani Kindergarten are the different intelligence of each child, stimulation given by parents, and developments that are still delayed in the previous phase

CONCLUSION

Based on the results of research on early childhood language development, aimed at group A teachers at Mutiara Isnani Kindergarten, Purwakarta Regency, it can be concluded that language development for early childhood 4-5 years, the stimulation used by educators is by using interesting methods, such as the playing, question and answer. In addition, Mutiara Insani Kindergarten teacher using a combination of methods and flash card media, (reading cards), story telling with picture story book media, guessing words, both in English/opposite words, question and answer and communication so that children can provide feedback as well to further increase interest in language and train self-confidence in children.

The factors that influence development include the factors that affect early childhood development in Mutiara Insani Kindergarten, namely the intelligence of each child that is different, stimulation given by parents, and developments that are still delayed in the previous phase.

Children are great learners, children are created by God as perfect beings, ready to use, because children are able to receive stimulation well and self-development is very fast, but that only happens at the age of the golden age and will not be repeated. So related to that, the authors provide suggestions, namely for teachers to be more able to develop creativity as well, so that children enjoy learning more in class. Make the classroom atmosphere safe and fun. And make each student special in heart, by not comparing one child to another. Because every child is precious.

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