

## THE ROLE OF PARENTS IN OPTIMIZING CHILDREN'S LANGUAGE DEVELOPMENT IN GOLDEN AGE PHASE

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**Abstract.** Basically, parents play an important role in assisting and guiding children's language development because parents, especially mothers, are the closest person to children. Mother and child have communicated since the child was in the womb until he was born. The stage from when a child is born until a child can speak is the most important stage in the language acquisition period. This stage is called the golden age phase. This article aims to describe the stages of children's language development and the role of parents in each stage through literature reviews or literature studies. The stages of children's language development from several theories are synthesized into seven stages of children's language development. The role of parents in every stage is inviting children to talk, reading stories, inviting them to play, introducing objects, inviting them to public places, playing music, inviting them to read stories, showing pictures and objects around them, telling fairy tales, and introducing the people closest to them, listening and responding when the child speaks. Furthermore, parents are advised to pay attention and understand the stages of children's language development because the parents' understanding will improve the children's language competence and development. The final results of this study indicate that parents can play a role in children's language development through parenting, communicating, volunteering, learning at home, making decisions, and collaborating with the community.

**Keywords:** Role of Parents, Children's Language Development, Golden Age

### INTRODUCTION

Children are the most beautiful gift which God gives to every parent. According to (Santoso, 2011, p. 2) parents are the first adults for children in the family, where children depend for their lives, where they expect help in their growth and development towards maturity. Thus, parents are the first and educators for their children. Therefore, parents must be able to look after, guide and provide what their children need, including nutrition, clothing, housing and education. Children's education does not only start from when the child enters elementary school, but it starts when the child was in the womb. One of the educations conducted by a mother to her child who is still in the womb is language education. Language according to (Chaer, 2011, p. 30) it is a verbal tool used to communicate. In addition, (Waskito, 2009) added that language is defined as a sound symbol used by a community member to work together, interact and identify themselves. This is in line with the opinion of (Wolraich et al., 2008) that language refers to the ability to receive responses, express ideas, thoughts, emotions, and beliefs. Therefore, it can be concluded that language is a verbal tool in the form of sound symbols used to communicate, interact, identify oneself and express ideas, thoughts, emotions. and belief.

A mother can do several things to stimulate children's brain and language development, such as inviting children to talk and playing songs which have a positive stimulation. This is in line with the opinion of (Trelease, 2008, pp. 19–37) that it is better to have verbal stimulation since the child was still in the womb to optimize the baby's language and cognitive development. In line with this, Altmann (in Dardjowidjojo, 2000) states that since a baby is 7 months old in the womb, a baby already has a functioning auditory system.

This opinion is supported by (Silberg, 2004, p. 33) who states that while still in the womb, babies are able to distinguish human sounds. This is supported by the opinion of (Papalia et al., 2008, pp. 248–249) that parents play an important role in every language development. Parents should start communicating with their children even when their children are babies, which can be done by reading story books.

From some of the opinions above, it can be concluded that stimulation from parents should be done since the baby was in the womb, because he/she already has a functioning auditory system, so the baby can detect the sounds he/she hears. This can be used by parents in providing positive stimulation for the baby by inviting the baby to talk or playing soft music.

The more often the parents invite the baby to talk, the baby will increase the vocabulary and this can be a stimulus to help the baby learn to speak. This is in accordance with what was stated by (Silberg, 2004, p. 51) which states that speaking and singing for babies significantly speeds up the process of learning new words. Furthermore, (Silberg, 2004, p. 81) argues that talking to your child from an early age will help children learn to speak. It is seen that parents play a very important role in optimizing the children's language.

Basically, parents do have a very important role in assisting and guiding children's language development, because parents, especially mothers, are the closest people to children. Mother and child have communicated since the child was in the womb until he was born. The stage from when a child is born until a child can speak is the most important stage in the language acquisition period. This stage is commonly referred to as the golden age phase. The golden age phase is a fairly good stage in the child's language acquisition process, because at this stage, the child's brain begins to develop and can absorb various kinds of stimuli around it.

This is in line with the opinion of (Kosasih, 2008) which states that

*'The Golden Age' is the right golden period to be given stimulation. During this time, children's motor development is getting better, in line with their cognitive development which begins to be creative and imaginative. Children acquire their first language from what they hear and see, so parents must be able to optimize the child's language acquisition, because the acquisition of the first language will have an impact on the next stages of language development.*

This opinion is in line with (Soetjiningsih, 2003, pp. 29–32, 62–70) which states that in child development there is a critical period, so that stimulation or stimulation is needed so that the child's potential develops optimally. Children who receive directed and regular stimulation will develop faster than children who receive less or no stimulation. In this phase, verbal stimulation is very important for children's language development. Furthermore, based on data from the Ministry of Health of the Republic of Indonesia (2005), verbal stimulation which parents can do to develop children's speech and language skills are singing and telling rhymes to children, watching television, talking a lot to children in sentences, reading short stories and story books to children every day. This is supported by the opinion of (Silberg, 2004, p. 113) which states that children learn grammar more easily by listening to short sentences.

Therefore, the golden age phase must really be used by parents, because the best time for children to acquire language is at that stage. It is in line with the opinion of (Hidayat, 2006) which states that an early age is the golden age for children to learn a language, so the role of the people around them is very helpful in acquiring and mastering children's language. Mothers who do not play a role in meeting the basic needs of children have an impact on children's development. It causes the disruption of children's language development for the next stage. Parents (mother) are the first to invite children to communicate, so that children understand how to interact with other people using language. The environment (family) is one of the factors which influence the children's development. Glenn Doman (Institutes for the Achievement of Human Potential) in (Syahid, 2008) stated that the key to success in ongoing stimulation lies in the hands of parents. Furthermore, Oofuka Masaru in (Syahid, 2008) states that mothers play an important role in providing stimulation to children, because children are more sensitive and quicker in capturing mother tongue, mother's movements and mother's mood. Touch and hugs and togetherness with children are the main assets. in stimulation. This is reinforced by the opinion of Cipto Mangunkusumo in (Hariwijaya, 2010, p. 13) which states that education begins in the mother's lap, every word spoken and heard by small children tends to shape their character.

In this case parents not only pay attention to the number of words mastered by children, but also the moral content in these words. Mothers must be able to choose the best word because the it will be recorded and imitated by children. Therefore, parents, especially mothers, must be able to

choose words and be able to convey them in the best way which can make children to speak good words as well.

In line with the opinion of (Azhim, 2007) states that the family influences children's language development in the selection of vocabulary and types of vocabulary, families especially mothers who motivate children and provide an appropriate language environment will make the children to master language skills. In addition, mothers provide basic needs for children to grow and develop. Based on the opinions above, it can be concluded that the parents' role, especially the mother's role is very important in optimizing the children's language development. Providing a good stimulus will support the child's ability to master the language. Stimulation which can be provided by parents are to always invite children to talk, read stories, play children's songs or sing. This can stimulate the mastery of the child's vocabulary. A large vocabulary will make children communicate fluently.

Unfortunately, the reality which has been encountered in daily life is the parents do not fully understand the stages of children's language development and what things which must be done in addressing each stage of the child's language development. When a toddler cannot say a word, parents should not teach their child to say a word, because that includes coercion and goes beyond the stages of the toddler's language development. Then, what are the stages of a child's language development like? What assistance should parents provide at each stage of the child's language development? And what about parents who have different parenting styles? This research tries to answer these questions. In other words, this paper focuses on discussing the stages of children's language development and the role of parents at each stage and in daily life.

## RESEARCH METHOD

The design of this research is a form of scientific research with the type of literature review or literature study. This research is a qualitative research which analyzes the role of parents in accompanying language development in children. The independent variable is the children's language development, while the dependent variable is the role of parents. Furthermore, the population in this research are all types of journals. The results of research using the topic of children's language development are sample articles research on the topic of children's language development, the criteria for the selected articles are language development in children, early childhood education, and also parenting patterns. This literature review uses publications of 2014-2021 which are of accredited and reputable quality. Literature review is a term to refer to a particular research or research methodology whose development is carried out in order to evaluate and collect related research related to a particular topic in the form of questions about something by a scientific section (Mohammadi et al., 2017).

Assisting in the process of preparing the plans done by using findings, theories, and research results that were previously used in solving the problem formulation of the research. In addition, the literature review used is a description which contains theoretical findings as well as other research material which is commonly obtained using reference material to serve as the basis for research activities, the description contained in this literature review is used as a preparation of a clear framework of thinking about how to solve problems that have been described in the literature. This review usually contains reviews, summaries, the author's thoughts on several sources of literature (can be in the form of books, articles, and information from the internet, etc.) in the initial chapter usually contains topics discussed as a result of research conducted by researcher (Baiti, 2019).

To include sources as well as procedures which refer to library sources, the researcher follow established and applicable rules. A good review of literature must have relevant, adequate and up-to-date properties. In describing the research, the researcher must be able to explain how changes or variables are used, research design, methods used, sampling, collecting techniques, as well as data analysis and also how to interpret it. Literature search is the first step that will be used to collect real information, literature search is also useful to avoid duplicate problems from carrying out and searching literature, to find out research which has been carried out literature review is usually done in a way that first reads, then understands, followed by criticizing, and reviewing literature from various review sources. It also provides ideas as well as goals which usually filled with a review, summary, and also written thoughts about various sources of literature (Sari, 2018).

## RESULT AND ANALYSIS

This part shows the result of the research (empirical or literature) and analysis according to the problem, research purpose, and applied theory.

### 1.1 Golden Age Phase of Children's Language Development

Language development starts from when a child is born until he can speak. The American Speech-Language-Hearing Association in (Levey & Polirstok, 2011, pp. 133–134) states that the stages of children's language development are as follows:

#### 1.1.1 Birth to 3 months

Children make pleasure sounds (e.g., cooing, going), cries differently for different needs and smiles when sees you

#### 1.1.2 4 to 6 months

Babbling sounds more speech-like with many different sounds, including p, b, and m, chuckles and laughs, vocalizes excitement and displeasure, and makes gurgling sounds when left alone and when playing with you.

#### 1.1.3 7 months to 1 Years

Babbling has both long and short groups of sounds, such as 'tata upup bibibibi', use speech or noncrying sounds to get and keep attention, uses gestures to communicate (e.g., waving, holding arms to be picked up), imitates different speech sounds, and has one or two words (e.g., hi, dog, dada, mama) around first birthday, although sounds may not be clear.

#### 1.1.4 1 to 2 Years

Says more words every month, uses some one- or two-word questions (e.g., "Where kitty?" "Go bye-bye?" "What's that?"), puts two words together (e.g., "more cookie," "no juice". "mommy book"), and uses many different consonant sounds at the beginning of words.

#### 1.1.5 2 to 3 Years

Has a word for almost everything, use two or three words to talk about and ask for things, uses k, g, f, t, d, and n sounds, speech is understood by familiar listeners most of the time, and often asks for or directs attention to objects by naming them.

Understands differences in meaning (e.g., "go-stop", "in-on", "big-little", "up-down"), follows two requests (e.g., "Get the book and put it on the table"), and listens to and enjoys hearing stories for longer periods of time.

Furthermore, in the book *Language Development Understanding Language Diversity in the Classroom* (Levey & Polirstok, 2011, p. 134), it is stated that the stages of infant and child language development are as follows: Babbles at about 8 months (e.g., "bababababa"), produces two words at about 12 months, uses gestures (e.g., waving) at 12 months, produces early words by 15 months (e.g., "mama"), produces about 20 words at 18 months, imitate two-word utterances at about 18 months, points of items of interest (e.g., dogs, bicycles, and toys) by 20 months, understands simple directions at 21 months, produces about 50 words and word combinations by 24 months, can understand speech by 30 months.

Based on the explanation above, it is known is that at the age of 8 months the baby babbles "bababababa", and at 12 months produces two words and uses gestures such as waving. Furthermore, at the age of 15 months the baby produces the first word like 'mama' and at the age of 18 months the baby produces about 20 words and imitates 2 sets of words. Babies point to interesting objects such as bicycles and toys at 20 months. At 21 months, babies can understand simple directions. Furthermore, babies are able to produce about 50 words and combine words at the age of 24 months, while at the age of 30 months the baby can understand speech.

Furthermore, Piaget and Vygotsky in (Tarigan, 1988) provide terms at each stage of children's language development. These stages are as follows:

**Table 1.** Stage of children's language development

Age	Phase of Language Development
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0,0-0,5	Pralinguistic Stage I
0,5-1,0	Pralinguistic Stage II: nonsense words
1,0-2,0	Linguistic Stage I: Holofrastik; a word
2,0-3,0	Linguistic Stage II: 2 words
3,0-4,0	Linguistic Stage III: Grammar Development
4,0-5,0	Linguistic Stage IV: Pre-Adult Grammar
5,0	Linguistic Stage V: Full Competence

Based on the table above, it can be explained as follows:

First Exploring (Pralinguistic) Stage (0.0-0.5): (Clark, 1977) stated that children in the first groping stage are already able to communicate even if only by turning their heads, crying or smiling. Thus, the parents and children have communicated well before the child can speak.

Pralinguistic stage II / Second Groping Stage:(0.5-1.0): According to (Clark, 1977) in terms of comprehension, children's language skills are getting better and broader. Children are increasingly understanding the meanings of several words, for example: names (self or the nicknames of their father and mother), prohibitions, orders, and invitations (eg peekaboo game). Furthermore, (Tarigan, 1985) added that this stage is called the word stage without meaning. Another feature of this stage is babbling, often produced with intonation, sometimes with the dropping stress associated with questions. In the babbling stage, babies produce sounds that are increasingly varied and more complex in combination. They combine vowels with consonants into structures that are similar to syllables (syllables), for example ma-ma-ma, ba-ba-ba, pa -pa-pa, da-da-da-da etc.

This is in line with Goldman's opinion in (Saxton, 2010) which states that "A word like mama is relatively easy for the 12-month-old to pronounce. In fact, it often arises spontaneously in the child's babbling some time before its appearance as a word. This may happen because it is composed of simple sounds, arranged into repetitive strings of simple syllables." The point of the question is that a word like 'mama' is relatively easy to pronounce at 12 months. In fact, often children spontaneously babble before they can say the word. This happens because mama is composed of simple sounds and is made into a repeating series of simple syllables.

(Tarigan, 1985) further states that at the age of 7 to 8 months children can already recognize the sound of words for objects that are often taught and introduced repeatedly. Furthermore, at the age of 8 months to 1 year, children begin to try to pronounce phonetic segments in the form of syllables and then in the form of words. For example, the sound "bu" then "bubu" and finally can say the word "mother". At this stage the child has taken the initiative to initiate communication and use sign language to point to or reach for objects.

Holophrastic stage: First linguistic stage (1.0-2.0): This stage is when the child has said one word. According to (Tarigan, 1985) the utterances of one word in this period are called holophrases/holophrastics because children state the meaning of the whole phrase or sentence in the one word they utter. For example, the word 'asi' (meaning rice) can mean he wants to eat rice, he has eaten rice, the rice is not delicious, do you want to eat rice? and so on.

Linguistic Stage II: Two Word Sentences (2.0-3.0): The child is able to say two words. This is in line with the opinion of (Tarigan, 1985) that this stage is also called the nonsense word stage, the word stage without meaning. Other interesting features apart from those mentioned above are: babbling, often produced with intonation, sometimes with stress decrease that has anything to do with the questions. In the babbling stage, the baby makes sounds of increasing variety and increasingly complex combinations. They combine vowels with consonants into structures similar to syllables (syllables), for example: ma-ma-ma, ba-ba-ba, pa-pa-pa, da-da-da-da and so on. This babbling has no meaning and it is possible that it will not be used after the child can speak (saying words or sentences). This babbling will increase so that the child is able to produce the first words or one word period, which occurs around the age of one.

Linguistic Stage III: Grammar Development (3.0-4.0): According to Tarigan (1980) this second linguistic stage usually begins around the second birthday. Right-right children enter this stage by

first saying two holophrases in rapid succession. and so on. At first, these utterances were not clear, such as 'di', which means younger sibling, then the child stops for a moment, then continues 'num', which means drinking, then the next sentence appears: "Drinking sister." At the end of this stage, the child can ask questions. and ask. The words used for this are the same as the initial development, namely here, there, see, that, this, again, want and ask.

Linguistic Stage IV: Pre-adult Grammar Development (4.0-5.0): This stage begins around the age of 2.6 months, but there are also some children who enter this stage when they are 2.0 years old, there are even children who are slower, namely when the child is 3.0 years old. In general, at this stage, children have begun to use more complicated grammatical elements, such as simple sentence patterns, assignment words (in, to, from, this, that, and so on), pluralization, affixation, especially prefixes and suffixes that are easy and simple in form (Hartati, 2000).

Full competence linguistic stage (5.0-7.0): (Tarigan, 1988) states that one of the expansions of language as a communication tool that must receive special attention in elementary schools is the development of literacy (literacy). So, at this stage children can already be introduced and taught to write. According to (Izzaty et al., 2013, p. 106) learning to read and write frees children from limitations to communicate directly. Writing is a task that is considered more difficult than reading for children. Learning to write is done step by step with practice and in line with the development of reading. Reading has an important role in language development.

Based on the division of the stages of language development from several experts as described above, for further discussion, the stages of children's language development are divided into seven stages. It is known that each stage of language development has its own characteristics. Therefore, all parents must be able to understand this so that they can provide the right stimulation so as to be able to optimize their child's language development. The sequence of stages of children's language development is as follows:

First stage (from birth to 1 year): Children are able to communicate with their parents through crying, smiling, snoring and babbling such as "bababababa" and at the end of this stage the child has started to be able to say the word mother or father.

Second stage (1 to 2 years): At this stage the child is able to say one word in which the word represents an entire phrase or sentence. The spoken word is usually an object or event that he or she usually sees or hears and does repeatedly. These words are also combined with gestures in the form of requests, questions, orders, notifications, refusals and others that help children communicate. say the words r, s, k j, and t. This is because the child's speech organs are immature.

Third stage (2 to 3 years): Children can already say two words in rapid succession.

Fourth stage (3 to 4 years): At this stage children have started to use grammatical parts, such as simple sentence patterns, assignment words, and so on.

Fifth stage (4 to 5 years): At this stage children are already skilled at conversing and are starting to use more complex grammar. For example, simple compound sentences such as "I want to watch while I eat".

Sixth stage (5 to 6 years): At this stage children have mastered the syntactic parts of their mother tongue and have the competence to understand and produce language adequately. During this period, children are faced with the main task of learning written language. This makes it possible for children to master spoken language.

Seventh stage (6 to 7 years): At this stage children are already using more complex sentences. Children are already faced with learning written language, language development at this elementary school age increases from spoken language to written language. Furthermore, what kind of stimulation and assistance should parents do to optimize children's language development?

## 1.2 The Role of Parents in Children's Language Development Stages

Furthermore, in relation to the role of parents in the development of early childhood language, (Epstein, 2001) classifies six types of parental involvement, which include parenting, communication, volunteering, learning at home., decision making, and collaborating with the community (collaboration with the family/community).

The first parental involvement is parenting. At this point, the aim is to establish a school-like family environment, so parents should support their children as students. If he makes a mistake, then the parents have to direct. Parents also have to teach and educate children to become good and potential children. The second involvement is communication (communication). The aim of

this engagement is to design effective forms of school-to-home and home-to-school communication so that they are aware of the school's program and the progress of their children. Furthermore, the purpose of volunteering is to organize the help and support of parents. Learning at home involvement has the goal of providing information and ideas to families about how to help children learn at home, namely how to plan activities, apply and evaluate. In decision making, parents must participate or be involved in school decisions, develop leaders and represent parents. And the last is collaborating with the community (collaboration with family/community). In this last point, parents must identify and integrate resources and services from the community to strengthen school programs, family practices, learning and student development.

From the kinds of parental involvement or roles described above, it can be seen that mothers and fathers have a unique and important role in the language development process of their children. This is another reason why the existence or presence of parents in the family is very beneficial for children so they can grow and develop optimally.

Children learn to communicate from the people around them, namely their brothers, sisters, grandparents, extended family, friends and their mothers and fathers. Of all, parents occupy the most dominant position so that it can be said that their role is most important and first compared to the others. Babies quickly learn to distinguish between the voices of their mothers and fathers. This occurs during the early weeks of life and it can be argued that this is one of the ways in which a child perceives fundamental differences about gender.

Between the mother tongue and the father, there are some differences. In speaking, a father tends to have a tone that is louder, deeper, more definitive and directive. On the other hand, mothers tend to be softer and more convincing in their conversations. When playing and interacting with children, mothers tend to be fun and reassuring.

As children grow, many studies show that fathers take on a teaching role. They adopt a tone and manner that tend to be straightforward, use special words, and their children with long and detailed explanations and instructions. They also make reference to past events and abstract concepts beyond the child's developmental level. On the other hand, mothers tend to talk to their children when they are alone. Their communication style is simpler and more affectionate. The mother's way is to establish a secure and close relationship between parent and child. Your way may contain many flaws. However, the father's role has a positive side, especially for early childhood language development. A father has the potential to give periodic vocabulary lessons to children. In relation, it can be said that children who grow up with a father at home tend to be more advanced in terms of vocabulary development.

When it comes to language, fathers make a unique and important contribution to the lives of their sons and daughters. Girls learn from their fathers how to interact with men. On the other hand, boys can know what a woman means and how to treat a woman with respect and courtesy. This is where we can see significant gender differences in the whole process of raising healthy and balanced children, especially in language.

In addition, parents also play an important role in every stage of children's language development as follows:

#### 1.2.1 First developmental stage (0 to 1 year)

What parents have to do at this stage is to introduce the child's name and the designation for the father and mother. This can be done by frequently mentioning the child's name when communicating with him. For example: "Hello Razita", "Beautiful Razita should you take a shower first? "Mom loves Razita" The word was said while kissing and hugging her. Then when Dad goes to work, "That's Dad wants to go to work, shake hands with Dad first," the child is brought closer to the father or asks the father to pick him up and hug him. Another way offered by (Silberg, 2004, p. 10) is when the child is lying on his back in his crib, speak from the edge of the bed and call his name, keep saying his name until he moves his eyes or head to the sound source. It aims to introduce the baby's name.

At this stage parents also have to introduce the names of as many objects as possible repeatedly, because at this stage the child is groping accompanied by showing or lifting things. This must be responded to and utilized by parents, so that children's vocabulary mastery can increase. This is in accordance with Silberg's opinion (Silberg, 2004, p. 49) which states that the number of words a baby hears every day affects his future intelligence, social goodness, and learning achievement. This can be done by starting a conversation with your little one. Say a short sentence, such as

"Today was beautiful" if she responds with a cry or sob, stop talking and look into her eyes. When your little one talks, answer with a nod of the head or a smile. This shows your little one that we are listening and enjoying his voice. Continue with another sentence. Always stop and listen for the response. When we let our children know that we are paying attention and are happy with what he is saying, we develop language skills and his confidence. (Silberg, 2004, p. 97) adds that pausing between words when speaking will help babies concentrate on the sounds of language.

#### 1.2.2 Second developmental stage (1 to 2 years)

What parents have to do is to pay close attention to the situations and circumstances when the child utters a word. Parents must immediately respond by listening and asking again what the child means. For example, when a baby says 'worn', this can mean 'thirst'. Judging from the movement of the child, he will usually point to an object related to the word he is conveying. In addition, parents can mention the names of objects in the house and ask the child points to the object. At this stage the baby is also happy when the parents or the people closest to them read the story. Another thing that can be done at this stage is in accordance with the opinion of (Silberg, 2004, p. 131) which states that imitating is a natural skill that babies can do very well. Say one word and encourage your baby to imitate us. Choose words he recognizes and start with syllables. You may have done this by teaching him "What did the cow say?" Every time your little one repeats what you said, praise him and give him a hug. Some easy words are baby, daddy, mommy, apple, light, meow and bye-bye.

#### 1.2.3 Third developmental stage (2 to 3 years)

At this stage, children can be invited to mention basic numbers, such as the numbers one, two, three to ten. When parents speak to children, they must speak slowly and clearly so that children can distinguish each word. Emphasizing or repeating each word will also help. Short phrases uttered by parents will also be a good stimulus for children and so that children can quickly understand it should be repeated. According to (Silberg, 2004, p. 39) short phrases accelerate the development of language processes. For instance, Sit in front of the mirror with your baby on your lap, then say "who's the baby?", wave your little one's hand and say "hello baby" and other movements accompanied by phrases that are adapted to those movements.

#### 1.2.4 Fourth developmental stage (3 to 4 years)

At this stage parents continue to invite children to talk about every activity that is carried out together, for example when eating, bathing, dressing, playing and so on, because at this time the child already knows about the use of an object. Parents can also invite children to tell funny stories or humorous questions. This is in line with Silberg's opinion (Silberg, 2004, p. 29) which states that children who grow up in an environment rich in language are usually fluent in speaking at the age of three. People who were isolated from language as a child will find it difficult to master language as adults even though they are smart and trained intensively.)

At this stage, as often as possible parents invite children to interact by talking about things which are encountered or experienced by the child. This will stimulate children to talk, both telling stories and asking about something. This is in accordance with the opinion of A. Gultom, Budi Susilo and M. Shelly in (Ratnawati, 2000, p. 11) that the intended forms of interaction include playing with children, giving opportunities and encouraging children to do certain jobs around the house, and encouraging or stimulate children to ask more questions. It seems that verbal interaction is a very important and useful form, especially in an effort to encourage children to ask questions. It was further stated that children who ask lots of questions tend to be smarter than those who are otherwise.

#### 1.2.5 Fifth developmental stage (4 to 5 years)

(Silberg, 2004, p. 104) states that children learn language by listening to repeated words. Hence, the earlier we talk to him, the better the result will be. In addition, children can be invited to public places, such as markets, playgrounds, tourist attractions, zoos so that children can get to know other things around them and enrich their vocabulary. In addition, parents can get used to answering questions related to what is seen or experienced, so that children get used to stringing words and being involved in a conversation.

#### 1.2.6 Sixth developmental stage (5 to 6 years)

At this stage parents read exemplary stories or things related to the world of children. In addition, parents should choose story books that have more pictures, so that children can explore and develop their imagination regarding the images they see. After the child hears the story, ask the child to repeat the story heard so that the child can learn to express what is understood. (Silberg,



2004, p. 67) suggests that the more words a child hears, the faster he learns language. Word sounds create neuron circuits that are important for the development of children's language skills. (Silberg, 2004, p. 113) further states that children learn grammar more easily by listening to short sentences. However, children whose parents uttered many clauses ("because" and "that") learned to use them earlier than other children.

#### 1.2.7 Seventh developmental stage (6 to 7 years)

(Silberg, 2004, p. 98) states that set aside a special time each day for books. Bedtime is also good. Choose books with short sentences and simple illustrations. Let your little one holds the book and turn the pages. Name the pictures. The story will just appear then. Stop and talk about anything that interests your little one. One picture may remind him of something else. Carry on the conversation and use descriptive words. Most importantly: repeat, repeat, repeat. Your little one will want to read the same book over and over again. The more often it is repeated, the more the brain is strung.

Silberg further (Silberg, 2004, p. 28) suggests that reading stories to children can stimulate their imagination and enrich their understanding of the world. This activity also hones reading and listening skills and preparing them to understand the written word. In addition, children can be asked to talk about their experiences with their friends or things they have encountered in their lives. This will stimulate the child to explore and use the vocabulary that has been acquired during the previous developmental stages.

### 1.3 The Roles of Parents in Children's Language Development

Furthermore, in relation to the role of parents in the development of early childhood language, (Epstein, 2001) classifies six types of parental involvement, which include parenting (parenting), communication (communication), voluntary (voluntary), learning at home (studying at home), decision making (decision making), and collaborating with the community (collaboration with families/communities).

The first roles of parents are parenting. At this point, the aim is to establish a school-like family environment, so the parents should support their children as students. If he makes a mistake, then the parents have to direct. Parents also have to teach and educate children to become good and potential children. The second types is communication (communication). The aim of this engagement is to design effective forms of school-to-home and home-to-school communication so that they are aware of the school's program and the progress of their children. Furthermore, the goal of volunteers (volunteers) is to organize the help and support of parents. including studying at home (learning at home) has the goal of providing information and ideas to families about how to help children learn at home, how to plan activities, implement and evaluate. In decision making (decision making), parents must participate or be involved in school decisions, development leaders and parent representatives. The last type is collaborating with the community (collaboration with family/community). In this last point, parents must identify and integrate resources and services from the community to strengthen school programs, family practices, learning and student development.

Based on the kinds of parental involvement or roles described above, it can be seen that mothers and fathers have a unique and important role in the development of their children's language. This is another reason why the existence or presence of parents in the family is very beneficial for children so they can grow and develop optimally.

## CONCLUSION

From some of the discussion above, it can be concluded that the stages of children's language development are divided into seven stages, namely 1) The first stage (from birth to 1 year); 2) Second stage (from 1 to 2 years); 3) Third stage (from 2 to 3 years); 4) The fourth stage (from 3 to 4 year); 5) Fifth stage (from 4 to 5 years); 6) The sixth stage (of 5 up to 6 years); 7) Seventh stage (from 6 to 7 years). At each stage of a child's language development, parents are advised to take actions that are in accordance with the abilities or stages of the child's language development. The role of parents in every stage of children's language development is inviting children to talk, reading stories, inviting them to play, introducing objects, inviting them to public places, playing

music, inviting them to read stories, showing pictures and objects around them, telling fairy tales, and introduce the people closest to them, listen and respond when the child speaks.

In addition, parents are advised to pay attention to and understand the stages of children's language development because parents' understanding of this will help improve children's language competence and development. The final results of this study indicate that parents can play a role in children's language development, namely by parenting, communicating, volunteering, learning at home, making decisions, and collaborating with the community (collaborating with the family/community).

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