

THE ROLE OF PARENTS ON ORAL LANGUAGE DEVELOPMENT CHILDREN 5-6 YEARS OLD

Ipah Saripah

STAI Dr. Khez Muttaqien Purwakarta

ipahsaripah@gmail.com

Rika Purnamasari

STAI Dr. Khez Muttaqien Purwakarta

rikapurnamasari057@gmail.com

Deuis Siti Nurohmah

STAI Dr. Khez Muttaqien Purwakarta

deuissitinur38@gmail.com

Abstract: In developing language skills we need to understand the language acquisition that occurs in children when they hear and express it. The language acquisition of children who hear starts from the experience between the baby and his mother or other meaningful people in his immediate environment. The child will also be good at expressing what he thinks according to The purpose of this study was to determine the stages of early childhood oral language development in the village of Sugugul, the factors that influence the development of early childhood language and the role of parents in the development of children's spoken language in the village. Sumurugul Village. This research uses a qualitative approach with the type of case study research. Data collection is done by observation and interview techniques. The results show that the development of children's oral language is influenced by the environment. According to Vygotsky, children learn language from adults and then internalize it as a tool of thinking and control. Language development is also stated to develop according to or in line with the biological development of children if it is stimulated properly.

Keywords: Stimulation, development, acquisition of spoken language.

Introduction

Language is an interaction activity to convey meaning between a person and another individual. According to Purnamasari (2014) language is a connecting medium for communicating between individuals and other individuals. Through language, someone will receive information that is in accordance with the purpose of conveying that information. In communicating, language is also an important tool for everyone. Through language a person or child will be able to develop social skills with other people. Mastery of social skills begins with mastery of language skills. Without language someone will not be able to communicate with others. Communication between children can be well established with language so that children can build relationships so it is not surprising that language is considered as an indicator of a child's success. Children who are considered to talk a lot, sometimes a reflection of a smart child. According to Vygotsky in Susanto (2011) states that language is a medium for expressing ideas and asking questions, language also creates concepts in thinking categories. In the process of

language certainly does not escape the activities of issuing words verbally such as speaking. Speech is an ability to pronounce words that have different articulation sounds, besides that the spoken word also has meaning and meaning that can represent a thought or idea. Speaking aims to convey a message, ideas and feelings that are owned to others. The same thing was stated by Suhartono (2005) who stated that speaking in general can be interpreted as conveying one's intentions, ideas, thoughts, ideas or feelings to others by using spoken language, so that these intentions can be understood by others.

In the process of speaking activities, spoken language becomes a link in expressing the goals to be addressed to the interlocutor. The same goes for early childhood who start learning spoken language. Speaking activities in early childhood are a process that involves the environment and the people around them in providing exercises as well as stimulation so that children are able to express desires in their spoken language. Parents become the first stimulant for early childhood in developing their children's oral language so that children are trained in saying words, pronouncing words, and expressing their wishes in the form of oral speech. In line with this (Douglas, 2008, p.27) reveals that when they are one year old they try to imitate the words and pronounce the sounds they hear around them, and that's about when they say the first words they.

Family is an important source of social support for coping with problems. Nuclear family support is one of the external factors that affect a child (Purnamasari: 2021). The presence of parents is very necessary in stimulating the development of spoken language in early childhood, because the interaction process is mostly carried out at home with parents and family. The better the stimulation given to the child, the more developed the child's language skills will be. In this millennial era, many parents do not understand the development of early childhood. Many technologies are presented to children such as the use of gadgets that are too long which causes the development of the child's spoken language to be hampered. Considering that one of the functions of language is as a communication tool, parents must practice spoken language in communicating with early childhood.

For this reason, parents need to pay attention to the process of developing spoken language in early childhood because in language development there are patterns of changes that are quite significant in children's language processes that are influenced by parental and environmental stimulation so that these change patterns will direct children to learn to master the basic level. more complex aspects of language and communication. Thus this research is to find out how to develop parents in developing children's spoken language.

Methods

The method used in this research is descriptive qualitative method. In qualitative research, the formulation of the problem is taken from the case studies to be studied. The qualitative data collection technique that the researcher chose was through interviews and direct observation. Descriptive data analysis techniques in this qualitative research are in the form of analyzing, describing and summarizing events from data obtained through interviews or direct field observations. The purpose of the qualitative descriptive analysis is to fully and deeply describe the occurrence of the various phenomena studied. Respondents in this study were 5 parents and 5 children aged 5 -6 years in Sumurugul Village, Purwakarta Regency.

Discussion

Every child has different spoken language development from one another (Musfiroh, 2007) These skills and developments are influenced by family/parent stimulation which is the first and foremost place for children to develop children's language skills. Therefore, children's language skills are influenced by the size of the family, family order, language use and the family's intention to influence their children. According to Sujanto (Mainizar: 2013) in general, language development in children is divided into 4 periods, namely: First period, k.l. age 1;0-1;6, second period, k.l. ages 1;6 -2;0 3, age 3, k.l. ages 2;0-2;6 and fourth, ages 2;6-onwards.

Based on the results of interviews with 3 parents A, B, C in Sumurugul village, Purwakarta district, it was stated that activities to train children's spoken language 5 -6 years were carried out with various kinds of exercises stimulated by parents. One of the activities that is carried out every day is to invite children communicate on various occasions. The activities include question and answer activities, playing, and telling stories.

Playing activities can be a medium for communicating between children and parents. Children will be able to express their ideas and wishes to their parents so that they will indirectly train their children's oral language skills by marking the disclosure of certain sentences such as sentences of greeting, disclaimers, and conveying other ideas.

Question and answer activities are carried out by parents to children at every opportunity, both questions and answers in daily activities and questions and answers when guiding children's learning at home. In addition, parents provide storytelling stimulation so that children will be curious about the story and stimulate children to be active and critical in asking questions to parents. In line with the opinion of Rumilasari (2016) which states that storytelling activities are effective in developing spoken language in early childhood. In story telling, there are two categories of language skills that are honed, namely receptive language skills and productive language skills. Receptive language skills are language skills that are applied to understand something conveyed through spoken and written language. Receptive language includes listening and reading activities. Meanwhile, productive language skills are language skills that are applied to convey information both in writing and orally. Productive language includes writing and speaking activities.

Children's language skills, especially in the receptive category, namely receiving language, at the level of development, namely listening to other people's words and understanding stories by listening to the teacher or friends talking, listening to simple stories, re-describing the contents of the story in a simple way, and mentioning the characters in the story. However, this has not been achieved properly because in fact there are still many children who are busy in class when learning takes place, do not listen to the teacher who is talking in front, like to fight over toys with their peers, are not focused, and children also have difficulty re-describing the contents of the story. Therefore, the problems faced by children are in low listening or listening skills. Even though listening skills also need to be taught as part of language development.

Another thing that parents do is to help develop children's spoken language by asking children to mention or comment on what is said watched in dialogue. Dialogues that are fun and stimulate children to think will train children to apply the vocabulary they have. At the same time adding insight into experience and knowledge, with the right speech exercises or expressions, the child will get used to saying these words which ultimately leads the child to be skilled at speaking. According to Piaget (Hurlock: 2008) the conversations of children aged 3.6-7.0 years are egocentric, that is, language that emphasizes one's wishes and desires. The child catches the conversation, then repeats it to himself. While playing he talked about something he was doing, but he did not show it to other people. Before the child finishes egocentric language, he is not ready to start social language. After speaking egocentric language, children's conversations gradually develop into social language.

Therefore, the role of parents in developing spoken language is very important because the stimulation given will stimulate children to communicate in two directions and avoid egocentric attitudes in language that tend to be individualistic and unidirectional.

Based on the results of observations and interviews in Sumurugul Village, Purwakarta district, it shows that the role of parents in developing spoken language is also not only seen from how the daily communication and interactions with early childhood, but how parents apply proper parenting to children. Parents who have an authoritarian parenting style will influence the process of developing spoken language in early childhood, because in this case children are not given free choices and opportunities to express ideas and ideas. Based on the results of interviews with 3 parents who have children aged 5 -6 years in Sumurugul village, it shows that parents use permissive parenting in educating. Permissive parenting is a parenting style that gives freedom to children to behave according to what the child wants.

Parenting patterns that are not in accordance with the development of children's spoken language will show unexpected developments. Children will be passive when communicating with other children so that children cannot express their wishes, opinions and even ideas when playing with their peers. This results in the child's vocabulary being small and the child not wanting to communicate with his friends while playing.

The supporting factors for parents in developing oral language for children aged 5 -6 years in Sumurgul village are the conditions of parents who apply a permissive parenting style that gives freedom to children to behave and express their own opinions. In addition, the environmental conditions where children learn and interact also have an influence on the process of developing children's spoken language, because the more children interact and communicate with many people, the child's oral language skills will develop more rapidly.

The inhibiting factor for parents in developing children's oral language is the rise of games and gadgets that defeat children's interest in communicating with parents and the environment. This will hinder the process of developing oral language in early childhood.

Conclusion and Recommendations

Spoken language is an activity to express thoughts, ideas, and feelings. In addition, the child's spoken language increases according to the age of the child where the child's vocabulary will be more used when communicating with the theme. The role of parents is to provide stimulation so that children's spoken language can develop optimally. Parents must also apply proper and appropriate parenting in developing children's language development.

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