

PROFILE OF LANGUAGE DEVELOPMENT OF CHILDREN AGED 4-5 YEARS AT RA AL MUJAHIDIN

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Abstract: Language is an important aspect in early childhood development. Children learn to listen, speak, read and write according to their developmental stage. This study aims to determine the development of early childhood according to STTPA. The results of the STTPA research at RA Al Mujahidin are very important to note. This research uses descriptive quantitative method. The results of this study indicate that the development of language skills for early childhood 4-5 in Ra Al Mujahidin is quite developed, with three aspects: (1) Understanding Language (2) Expressing Language (3) Literacy. The results of this study indicate that the language aspect is very important to be developed in every child who is still in the developmental stage. Because children's language skills are very influential on other aspects of child development.

Keywords: Early Childhood, Language Development, STTPA

Introduction

Early childhood is a golden age that is experiencing a very rapid and fundamental development process for the next life. Early childhood is a child who is in the process of development. Not only physical development but also artistic, motoric, cognitive, social, emotional and language development. Every child has different developments and characteristics because child development is systematic, progressive and continuous according to the stimulation given. All aspects of development are interrelated. If one aspect is hampered, the other development is hampered (Desmita: 2008).

One aspect of development that is important is the aspect of language, because language development in early childhood is one aspect of development that determines the quality of human resources in the future. Language potential is a potential that must be developed because with good language skills, children are able to interact well in their social environment (Dhieni: 2009). Language is a communication tool for everyone, including children. Children can develop social skills through language. Social competence begins with the acquisition of language skills. Language allows children to express their thoughts in words, helps others understand what children are thinking, and builds social relationships.

Language is a communication tool, using special symbols in the form of thoughts and feelings to convey messages, information, and meanings to others. Appropriate language and communication are needed to facilitate communication activities between teachers and students so that the information conveyed by the teacher will be absorbed effectively by children. Language is used inside and outside the school. Teachers and parents are required to use proper grammar and clear vocabulary and must pay attention to parenting styles, especially when dealing with young children. Because communication has a big impact on children's language development, especially in language expression. Therefore, effective communication in early childhood education is very important. Effective communication is communication that can evoke changes in other people's attitudes that are visible in the communication process (Hanum: 2017).

In early childhood, namely the age of 4-5 years, the stages of children's language development are marked by the child being able to follow a storyline and will understand and remember some of the ideas and some of the information contained in the book. At the age of 4- 5 years, children's language skills will develop and be able to speak (Aisyah: 2010). According to the Regulation of the Minister of Education Number 137 of 2014, the language development of children aged 4-5 years is marked by the child listening to other people's words (mother tongue or other language), understanding two commands given simultaneously, understanding the story being read, knowing vocabulary about adjectives (naughty, stingy, kind, brave, good, ugly, etc.), hears and distinguishes Indonesian sounds (for example, the sound and speech must be the same), repeats simple sentences, asks questions with correct sentences, answers questions according to questions, expresses feelings with adjectives (good, happy, naughty, stingy, kind, brave, kind, ugly, etc.), mentioning familiar words, expressing opinions to others, stating reasons for something one wants or disagrees with, retelling stories / fairy tales that have been heard, enrich vocabulary, participate in conversations, recognize symbols, recognize animal sounds around them, make meaningful scribbles, imitate (write and pronounce) the letters A-Z.

From the ministerial regulation it can be said that language activities for early childhood 4-5 years include how children express language, how children can understand the language of the interlocutor, and how children are able to use written language. However, in the process of child development there are still many undeveloped children's language developments which are influenced by various factors of intelligence, social status, gender, family relations, bilingualism, conditions and motor skills, socio-economic (Dhieni, 2005). Siron's research revealed that there are still children who have not been able to express words clearly in certain words and sentences. Based on the results of observations from several schools, it shows that there are still some children who have not shown language development that is not in accordance with the tasks of early childhood development. Departing from this, researchers need to conduct research on "Language Development Profiles of Early Childhood 4-5 years at Ra Al Mujahidin" based on the guidelines (STPPA).

Methods

This type of research is descriptive research with quantitative research types. This study aims to describe an object or activity that is of concern to researchers. The method in this study used a quantitative method using observation checklists and questionnaires which contained three aspects of language development taken from STPPA, namely understanding language, expressing language, and literacy. The objects used in this study were 4-5 years old students at RA Al-Mujahidin Purwakarta, totaling 30 people. The sampling technique used is purposive sampling where sampling is carried out with the aim of being sampled. (Arikunto, 2016) said that in population research with less than 100 subjects, all samples were taken. Meanwhile, 10 to 15% or 20 to 25% is taken for research samples if the number of subjects is on a larger scale or exceeds 100.

Discussion

The description of this data is the result of filling in the observation checklist sheet from 30 children and the number of statements is 20 statements. Description of the data from the results of filling out the questionnaire regarding the language development of children aged 4-5 years in Ra Al Mujahidin, Babakan Cikao District, can be seen in Table 1.1.

Table 1.1 Description of Questionnaire Research Data

No.	Observation Result				JML
		BSB BSH MB		BB	
1	10	20	0	0	30
2	10	15	5	0	30
3	0	5	15	10	30
4	10	15	5	0	30
5	0	10	15	5	30
6	0	15	10	5	30
7	0	10	15	5	30
8	0	15	15	0	30
9	10	20	0	0	30
10	30	0	0	0	30
11	10	5	5	10	30
12	20	5	5	0	30
13	10	15	5	0	30
14	10	10	10	0	30
15	15	10	5	0	30
16	10	20	0	0	30

17	10	15	5	0	30
18	20	10	0	0	30
19	15	10	5	0	30
20	10	15	5	0	30
Jumlah	198	294	13	35	

Table 1.1. shows that the results of filling out the highest observation/ questionnaire sheet are in the answers that have developed very well (BSH), namely 294, developing according to expectations (BSB) of 198, starting to develop (MB) of 132 and not yet developing (BB) of 35 answers.

The results of this study were then processed using statistical techniques, in order to obtain a value for the language development of children aged 4-5 years.

Then to analyze the data can be analyzed by selecting data, compiling and presenting important data as well as conclusions and draw final conclusions.

Table 1.2. Distribution of Language Development Data for Children Aged 4-5 Years

No	Observation Result							
	BSB		BSH		MB		BB	
	F	%	F	%	F	%	F	%
1	10	33	20	67	0	0	0	0
2	10	33	15	50	5	17	0	0
3	0	0	5	17	15	50	10	33
4	10	33	15	50	5	17	0	0
5	0	0	10	33	15	50	5	17
6	0	0	15	50	10	33	5	17
7	0	0	10	33	15	50	5	17
8	0	0	15	50	15	50	0	0

9	10	33	20	67	0	0	0	0
10	30	100	0	0	0	0	0	0
11	10	33	5	17	5	17	10	33
12	20	67	5	17	5	17	0	0
13	10	33	15	50	5	17	0	0
14	10	33	15	50	5	17	0	0
15	15	33	10	33	5	17	0	0
16	10	33	20	67	0	0	0	0
17	10	33	15	50	5	17	0	0

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18	20	67	10	33	0	0	0	0
19	15	50	10	33	5	17	0	0
20	10	17	15	50	5	17	0	0

Table 1.2. The language development of children aged 4-5 years in Ra Al Mujahidin, Babakan Cikao District is in the developing category as expected. This means that the child has begun to understand how to communicate in good and correct Indonesian and gradually. In addition, children are also able to communicate complexly, such as answering their own name, parent's name, sister or brother's name, as well as activities carried out at school.

Language development in this study was measured based on indicators of understanding language including children being able to listen to other people's words (mother tongue or other languages), understanding two commands given simultaneously, understanding stories read, knowing vocabulary about adjectives (naughty, stingy, kind, brave, good, bad, etc.), hear and distinguish sounds in Indonesian (for example, sound and speech must be the same). Expressing language such as repeating simple sentences, asking with correct sentences, answering questions according to questions, expressing feelings with adjectives (good, happy, naughty, stingy, kind, brave, kind, ugly, etc.), mentioning familiar words, express opinions to others, state reasons for something desired or disagree, retell stories/fairy tales that have been heard, enrich vocabulary, participate in conversations and children develop in literacy such as recognizing symbols,

recognizing animal/object sounds those around him, make meaningful doodles, imitate (write and pronounce) the letters A-Z.

Table 1.3. Language Development for Children Aged 4-5 Years Based on Understanding Language

Language development based on children being able to understand language can be assessed based on children being able to listen to other people's words (mother tongue or other languages), understand two commands given simultaneously, understand stories that are read, know vocabulary about adjectives, hear and distinguish sounds in language Indonesia (for example, sound and speech must be the same).

No	Observation Result							
	BSB		BSH		MB		BB	
	F	%	% F	%	F	%	F	%
1	10	33	20	67	0	0	0	0
2	10	33	15	50	5	17	0	0
3	0	0	5	17	15	50	10	33
4	10	33	15	50	5	17	0	0
5	0	0	10	33	15	50	5	17
6	0	0	15	50	10	33	5	17
Average	17%		44%		28%		11%	

Table 1.3. shows that the development of children's language from the child's ability to understand language consists of 6 statements, the highest answer is 44% developing according to expectations, which is shown in terms of aspects of understanding language, developing according to expectations. This shows that the development of understanding language in Ra Al Mujahidin is in the BSH category. This is because the child has begun to be able to understand language, for example when the teacher instructs "let our friends clean up the toys again & we put them in place" the child begins to understand what the teacher ordered, even though the teacher is still helping to clean it up, but at least the child has understood the command that has been given.

Table 1.4. Language Development for Children Aged 4-5 Years Based on Revealing Language

This indicator is measured based on the child's ability to repeat simple sentences, ask questions with correct sentences, answer questions according to questions, express feelings with adjectives, mention familiar words, express opinions to others, state reasons for something they

want or disagree with. retell stories / fairy tales that have been heard, enrich vocabulary and participate in conversations.

No	Observation Result							
	BSB		BSH		MB		BB	
	F	%	F	%	F	%	F	%
7	0	0	15	50	10	33	5	17
8	0	0	15	50	15	50	0	0
9	10	33	20	67	0	0	0	0
10	30	100	0	0	0	0	0	0
11	10	33	5	17	5	17	10	33
12	20	67	5	17	5	17	0	0
13	10	33	15	50	5	17	0	0
14	10	33	15	50	5	17	0	0
15	15	33	10	33	5	17	0	0
16	10	33	20	67	0	0	0	0
Average	38%		40%		17%		5%	

Table 1.4. Shows that children's language development from expressing language consists of the 10 highest answer statements 40% developing according to expectations shown from the aspect of understanding language developing according to expectations. This shows that the development of expressing language in Ra Al Mujahidin is in the BSH category. This is because when the child is asked to answer the question where will friends go on vacation, the child can answer the question "I want to go there, to go to the Sunday market, to grandma's house".

Table 1.5. Language Development for Children Aged 4-5 Years Based on Literacy

This indicator is measured based on how children recognize symbols, recognize the sounds of animals/objects around them, make meaningful doodles, imitate (write and pronounce) the letters A-Z.

No	Observation Result			
	BSB	BSH	MB	BB

	F	%	F	%	F	%	F	%
17	10	33	15	50	5	17	0	0
18	20	67	10	33	0	0	0	0
19	15	50	10	33	5	17	0	0
20	10	17	15	50	5	17	0	0
Average	46%		42%		12%		0%	

Table 1.5. Shows that the development of children's language from the child's ability to understand language consists of 4 statements, the highest answer is 46% very well developed, which is shown from the aspect of understanding the language develops according to expectations. This shows that the development of understanding language in RA Al Mujahidin is Profile.

Of Language Development of Children Aged 4-5 Years at Ra Al Mujahidin in the BSB category. This is because when children are asked to name animals by imitating the sound "Duck, Cat, Cow, Bird", the child can say it like "Duck, Cat, Cow, Bird". The results of the study showed that overall the language development of children aged 4-5 years in Ra Al Mujahidin, Babakan Cikao Subdistrict, was in the developing as expected (BSH) category. This shows that the language development of early childhood in RA has developed, where children are able to answer questions. Listening to other people's words (mother tongue or other language), understanding two commands given together, understanding the story being read, knowing vocabulary about adjectives (naughty, stingy, kind, brave, kind, ugly, etc.), hearing and distinguishing sound in Indonesian (for example, sound and pronunciation must be the same), repeat simple sentences, ask questions in the correct sentences, answer questions according to the questions, express feelings with adjectives (good, happy, naughty, stingy, kind, brave, good, bad, etc.), mentioning familiar words, expressing opinions to others, stating reasons for something desired or disapproving, retelling stories/fairy tales that have been heard, enriching vocabulary, participating in conversations, getting to know symbols, recognize the sounds of animals/objects around them, make meaningful doodles, imitate (write and pronounce) the letters A-Z.

The language development of children aged 4-5 years in Ra Al Mujahidin, Babakan Cikao District has indeed developed, but still needs to be retrained so that this development gets better. This is because language development is very important, because language is the main key for children to communicate with others. If the child's language development is bad, then the ability to communicate both orally and in writing will also be bad, but if the language development is good, then the child will be able to communicate well with the people around him.

When children enter early childhood school (RA), they already have the ability to speak, especially the ability to speak and listen. Nonetheless, during the kindergarten period, these abilities should be further developed and refined. Children must learn to listen, remember, follow directions, record details and understand main ideas.

They must use and expand their vocabulary to generate ideas, to describe objects and events, to express their own feelings or those of those around them. Children should be happy to share experiences.

Language development is the ability of children to express their wants and needs to others. (Anggalia, et al: 2004) Language skills in early childhood are characterized by the child's ability to speak regularly and in a structured way, his speech can be understood by other people and the child is able to respond both positively and negatively to the conversation of the other person (Suhartono: 2004).

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

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

Conclusion and Recommendations

Based on the results and discussion of the research, the conclusion of this study is that the language development of children aged 4-5 years at Ra Al Mujahidin is in the developing as expected (BSH) category in accordance with STPPA.

The profile of language development for children aged 4-5 years is based on 3 aspects, namely understanding language 44% developing as expected, receiving language 40% developing very well and literacy developing according to 46%.

Holistically, the profile of early childhood language development at Ra Al Mujahidin has shown that it is developing as expected. But they still have to be retrained so that their development gets better 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 bad, then the ability to communicate both orally and in writing will also be bad, but if the language development is good, then the child will be able to communicate well with the people around him.

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