The Role of Teacher Stimulus in Children's Language Development

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Abstrak

Tujuan dari penelitian ini adalah menganalisis bagaimana peran stimulasi guru dalam mengembangkan kemampuan berbahasa pada anak usia dini. Metode penelitian menggunakan metode kualitatif deskripif. Teknik pengumpulan data adalah dengan metode survey. Responden penelitian adalah mahasiswa RPL PG PAUD Universitas Muhammadiyah Surakarta angkatan 2021 yang berjumlah 30 orang. Hasil penelitian ini menunjukkan bahwa beberapa hal yang telah guru laksanakan dalam stimulasi pengembangan kemampuan berbahasa pada anak dengan menggunakan semua aspek stimulasi Yawkey antara lain pengembangan kefasihan berbahasa 80%, pengintegrasian kemampuan bahasa dalam kehidupan sehari-hari mencapai 80%, pengembangan sintaksis mencapai 63,33%, pengembangan penguasaan kosa kata 73,33% dan pengembangan kemampuan mengekspresikan diri sendiri mencapai 66,67%. Stimulasi mengembangkan kemampuan berbahasa pada anak usia dini yang dilakukan oleh guru telah dilaksanakan dengan baik.

Abstract

This research aimed to analyze the role of teacher stimulation in developing language skills in early childhood. The research method used descriptive qualitative methods. The data collection technique applied the survey method. The research respondents were 30 students of RPL PG PAUD (Early Childhood), Universitas Muhammadiyah Surakarta, in the Year of 2021. The results of this study indicated several things the teacher has implemented in stimulating the development of language skills in children by using all aspects of Yawkey stimulation. It includes developing language fluency at 80%, integrating language skills in everyday life reaching 80%, syntax development reaching 63.33%, development of vocabulary mastery being 73.33%, and the development of the ability to express oneself reaching 66.67%. Stimulation of developing language skills in early childhood carried out by teachers has been well implemented.

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INTRODUCTION

The preschool program aims to advance child development and provide a fundamental influence in optimizing subsequent child development (Widyastuti, 2018). The general task of preschool education is to ensure optimal and comprehensive growth and development of children under accepted standards and life values (Sumitra & Sumini, 2019). These functions are the function of developing potential, the function of developing faith and foundations of faith, the function of forming and habituating expected behavior, the function of developing knowledge and basic skills needed, and the function of developing motivation and learning positive attitudes.

From the description of early childhood activities, it is clear that language learning is included in developing fundamental knowledge and skills. At the same time, learning development cannot be separated from other activities. According to Solehudin (2004), the ideal preschool teaching approach is integrated and inclusive (Haningsih, 2017).

Given the importance of children in education and the importance of children in all human development, various activities that support their physical and mental growth and development are very important for both parents and teachers. They play a very important and decisive role in the history of subsequent child development and form the basis for character formation, Mulyasa in (Isna, 2019). Teachers have a major contribution to the success of learning. Of course, teachers must also meet the requirements as professional educators to pass on their knowledge to students. The main educator's task is to find out the interests, skills and other possible abilities that children have in early childhood education in order to develop early childhood education (Susanto, 2021).

This strategy is effective if it is supported by a child's teacher who can manage learning well so that children get the right stimulation for their language skills. Based on this, this study aimed to analyze the role of teacher stimulation in developing language skills in early childhood in the 4-5 years age group. The stimulation technique proposed by Yawkey (1981) in (Niati, 2019) will be used as a basic framework in analyzing whether the stimulation carried out by RPL

PGPAUD UMS student teachers Class of 2021 is ideal or not.

LITERATURE REVIEWS

Language is an effective tool for creating social communication. Without language, communication that contains vowels and consonants, if twisted together, has a meaning or meaning that cannot be implemented properly. Children's language development includes the phonological development of sound or speech production, the development of syntax and sentence construction, and the pragmatic development or use of language. Children also need other people to interact with to express their hearts, thoughts, and desires through language at home, in the environment, and around the child (Sumaryanti, 2017).

According to Musfirah (2009), stimulation means awakening certain powers or abilities that already exist in the child, which are not coercive and do not include specific goals for these abilities. The importance of this stimulus in language learning means encouraging children to use language in communication to express their thoughts and feelings (Silawati, 2012).

Under the comprehensive goals and tasks of preschool education, the study direction of preschool children is very broad (Susanto, 2021). This means that the purpose of learning activities is not only for children to acquire some concepts of knowledge or skills but also to shape attitudes and interest in learning and develop various potentials and basic skills of early childhood. According to Vygotski (1967), the encouragement of teachers and parents towards language learning in early childhood must be directed through play because playing is a source of development and forms a zone of proximal development (ZPD) (GRISPRILLA, 2018).

METHODS

This type of research is field research, which uses research methods that collect information from the field. The authors used a qualitative approach, namely research using qualitative data. Qualitative research can also be interpreted as research methods, data sources, and collection techniques by triangulation of qualitative data analysis and the results of applied qualitative

research (Sugiyono, 2012). The research used by the author was descriptive, namely research that uses sentences or sources of oral information and then divides it into information that is useful, real, systematic, and fact-oriented in the field (Mustari & Rahman, 2022).

Qualitative research can also be called natural or scientific research, natural or field research without manipulation, which collects data from the field for study and concludes the role of teacher stimulation in children's language development. In the 4-5 years age group, the stimulation technique proposed by Yawkey (1981) was used as a basic framework for analyzing whether the teacher is stimulating (Niati, 2019). The 2021 RPL PG PAUD UMS students are ideal or not, as shown in Table 1. The subjects of this study were 30 people. The research time was in November 2022. Data was collected using a questionnaire with indicators and aspects as in Table 1, which the development stems from the stimulation technique proposed by Yawkey (1981).

Table 1. Language Development Indicators

No	Language Development Indicators	Stimulation that can be done by the teacher
1.	Language fluency development	a. Create a conversation situation that is easy for children to understand and follow.
		b. Give freedom to children to respond based on their own experiences and use their own language.
		c. Encourage children to talk with other children, both individually and in groups, as teachers, so that most of the children's interlocutors are their peers, not their teachers.
2.	Development of syntax skills	a. Create games or situations where the child naturally uses language functions.
		b. Provide multiple model characteristics (teachers, other adults, peers, and recordings)
		c. Carefully evaluate continued development.
		d. Evaluate children's conversations that are different from standard Indonesian, so that the language used by the teacher is not much different from that used by children.
3.	Development of vocabulary mastery	a. Develop learning experiences in science, social studies, math, health and life skills that involve children learning new vocabulary.
		b. Make sure not to learn too much new vocabulary, so that it is easy for the child to learn it.
		c. Develop learning experiences that allow children to use new vocabulary naturally and help develop concepts about what these new words mean.
		d. Integrate the use of language in everyday life both inside and outside school.

4.	Development of integrating language skills in everyday life	a. Develop learning experiences that make children describe life outside of school (activities, places and objects related to the child's personal life)
		b. Encourage children to talk with other children and adults about their reactions and feelings about what is happening in and outside of school.
		c. Involve members and community activities in the learning experience in the classroom.
5.	Development of the ability to express oneself	a. Accept, appreciate the feelings and responses of children.
		b. Craft situations that encourage creative response and imagination.
		c. Give children time and space to think and imagine in a calm and comfortable situation.
		d. Encourage the use of language to organize ideas.
		e. Design learning experiences in all learning areas to encourage the use of language for problem solving, reporting, comparison, and assessment
		f. Give project experiences where children can work in groups of two or four to encourage natural language use.
		g. Provide continuous feedback and verbal communication between teacher and child as a learning process.
		h. Provide opportunities for children to express themselves both formally and informally.

RESULT AND DISCUSSION

Children's language development occurs through various processes and stages. Although each child's language development is unique, all children generally go through these processes and stages. In this case, the teacher is required to provide stimulation. As Yowkey's stimulation (1981) in Table 1, the various stimulations carried out by RPL PG PAUD Student Teachers of UMS Batching 2021 are presented below.

a. Indicators of Language Fluency Development

In Figure 1, it can be seen that 80% (24 people) of the teachers carried out all the techniques and methods and stimulation to develop children's fluency in speaking. Meanwhile, 20% (6 people) of teachers had yet to maximize all aspects of language fluency as described by Yawkey (1981), namely only using 1 or 2 aspects related to language fluency.
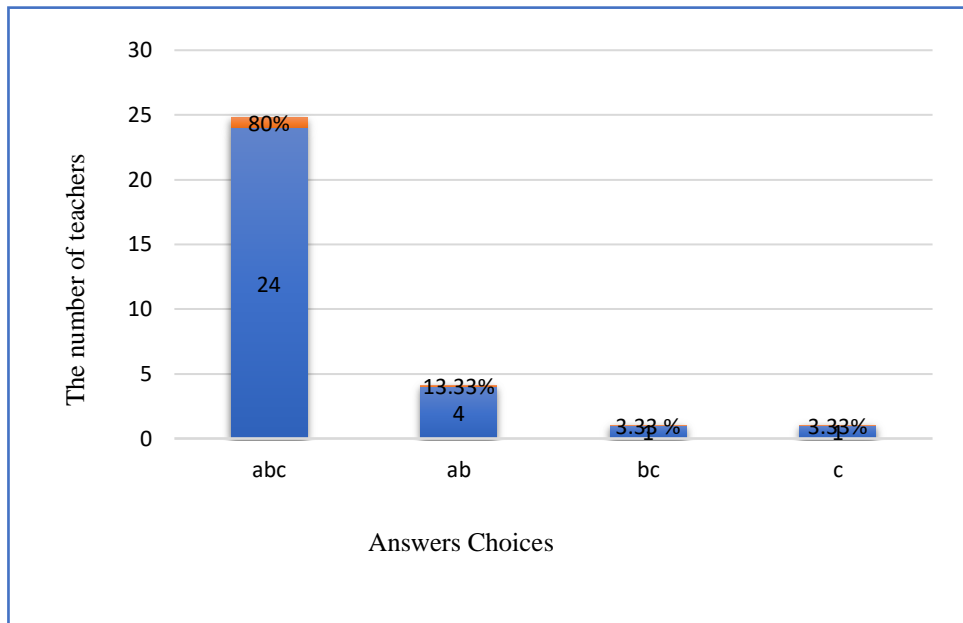
Figure 1. Indicators of Language Fluency Development

b. Syntactic Ability Development Indicator

In Figure 2, it can be seen that 63.33% (19 people) of teachers carried out all aspects of stimulation to develop children's syntactic abilities. Meanwhile, 36.67% (11 people) of teachers had yet to fully develop all aspects of syntactic abilities as described by Yawkey (1981), namely only using 3 or 2 aspects related to syntactic abilities.
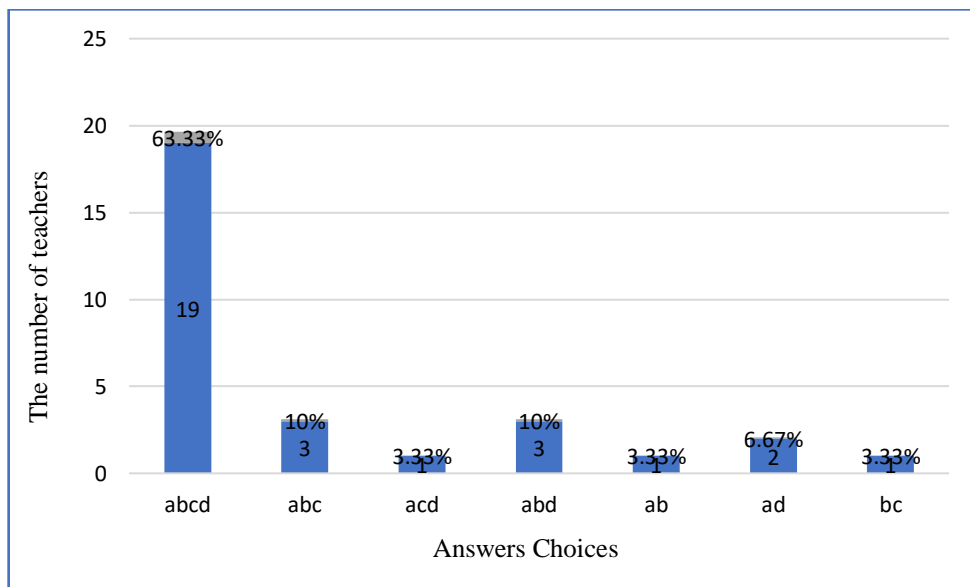

Figure 2. Syntactic ability development indicators

c. Indicators of Vocabulary Mastery Development

In Figure 3, it can be seen that 73.33% (22 people) of the teachers carried out all the techniques, methods, and stimulation to develop vocabulary mastery. Meanwhile, 26.67% (8 people) of the teachers had not mastered all aspects of vocabulary mastery maximally as the aspects described by Yawkey (1981), namely only using 3 aspects related to vocabulary mastery, only 1 person using only 1 aspect, namely the aspect of creating learning experiences that make children use new vocabulary naturally and help build concepts about the meaning of new words used by children.
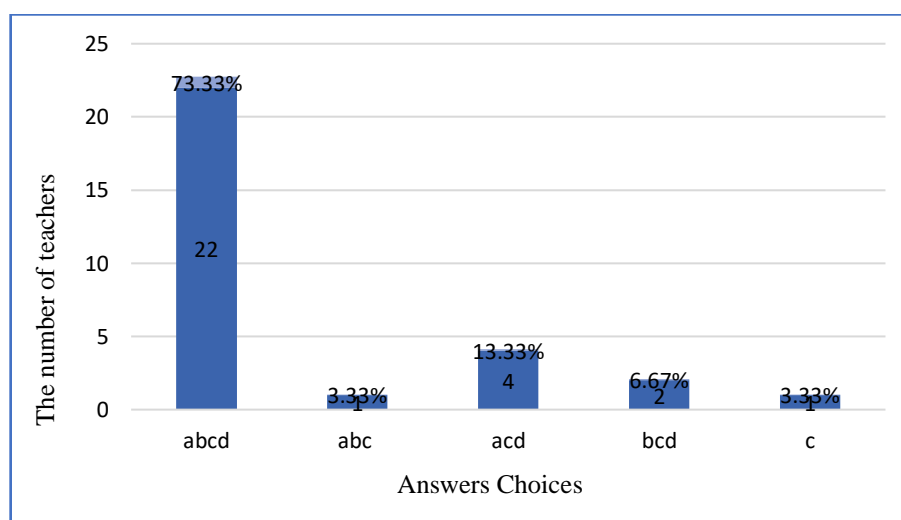

Figure 3. Indicators of Vocabulary Mastery Development

d. Indicators of Language Skills Integration Development in Everyday Life

In Figure 4. It can be seen that 80% (24 people) of teachers perform all techniques and methods as well as stimulation to develop language skills in everyday life. Whereas 20% (6 people) of teachers have yet to develop maximally all aspects of language skills in daily life as Yawkey (1981) described, namely only using 1 or 2 aspects related to language skills in everyday life.
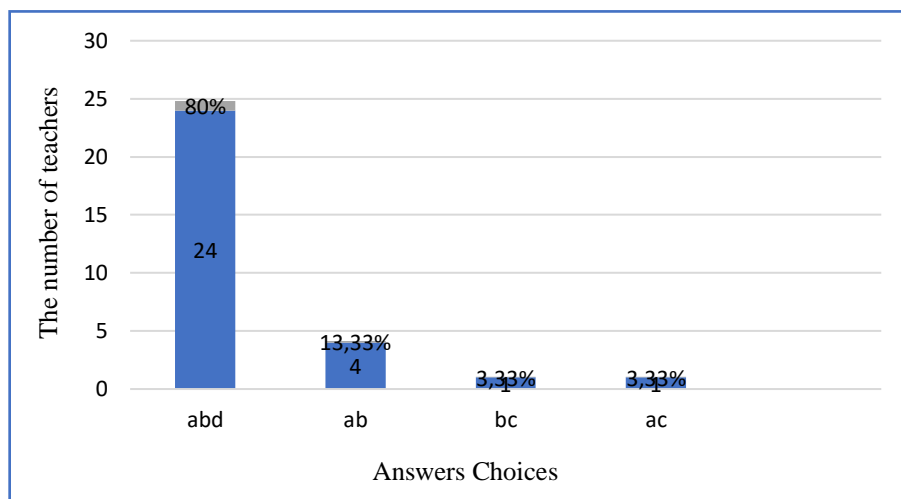
Figure 4. Indicators of Language Skills Integration Development in Everyday Life

e. Indicators of Self-Expression Ability Development

In Figure 5. It can be seen that 66.67% (20 people) of the teachers did all the techniques and methods as well as stimulation to develop the ability to express themselves. Meanwhile, 33.33% (10 people) teachers have not yet developed all aspects of the ability to express themselves. However, as many as 7 people have applied stimulation to develop the ability to express themselves by using 6 to 7 aspects, while 3 people only use 3 to 4 aspects related to the ability to express oneself as the aspects described by Yawkey (1981).
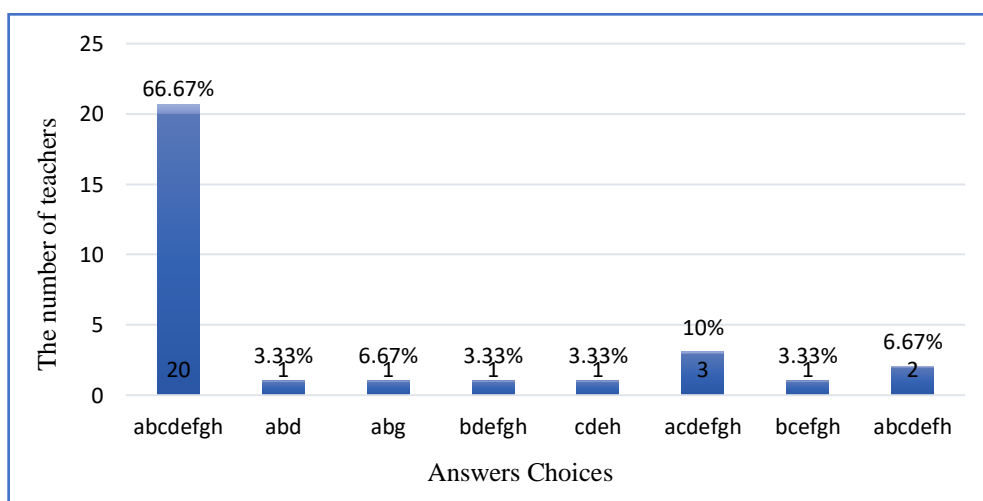

Figure 5. Indicators of Self-Expression Ability Development

Based on the results above, it can be said that most of the RPL PG PAUD UMS student teachers have done good stimulation as the indicators used are based on the stimulation technique of Yawkey (1981). A few teachers can be said to be not optimal in providing language stimulation.

Adults in the child's immediate environment, such as family members, teachers or others, are a means of developing language skills for children. Children develop their language skills through verbal and non-verbal interactions with adults in their social environment, where they learn and use language in a social environment. According to Yawkey et al. (1981), the first thing to pay attention to in learning a language is the stages of the general development of children because at this age rapid development occurs in various areas of the child, which greatly determines the level of further optimization (Filtri & Efastri, 2019). The learning and development process in designing language learning needs to be described first. Learning objectives and activities for children of their age, a systematic, organized and planned environment can provide a good influence (stimulus) so that someone reacts to these stimuli and gives the right response (Muhid, 2015).

It is known that children's language development takes place through certain processes and stages. Although each child's language development is unique, all children generally go through these processes and stages. There are two types of language development processes, namely, the egocentric type of speech and the socialized type of speech (Elvina et al., 2020). Many linguists divide the stages of children's language development. Among them, Logan and Brown, divided the stages of children's language development into seven. These stages are Random Stage, Jargon Stage, Echalalia Stage, Expansion Stage, Structural Awareness Stage, Automatic Response Stage, and Creative Stage (Usman, 2015). According to the details of Logan et al. (1972), from these stages, kindergarten children move into the stages of expansion, structural awareness, and automatic response. Kindergarten children up to 6 years old should ideally be able to form complex and compound sentences, although they are still limited and already know simple sentence structures. This is in accordance with the opinion of psycholinguistic experts that at that age children have acquired vocabulary, grammar,

semantic/pragmatic meanings, and discourse related to everyday experiences. They can communicate their ideas and respond to people who talk to them (Silawati, 2012). These steps are based on research findings that are well understood by most of the RPL PG PAUD UMS student teachers.

According to Yusuf (2004), children must master four main interrelated tasks in speaking, namely understanding, vocabulary, and assembling words into sentences and utterances (Markus et al., 2017). This language development task can be achieved optimally if children are encouraged to acquire all these skills from early. This stimulation is mainly carried out at home as the child's first social environment, and at school. When children enter preschool or kindergarten, their language development is incomplete because their experience and understanding of the surrounding environment is still limited. Therefore, children need opportunities to speak, reason, hypothesize and synthesize with the help of others in the social environment. Based on this, kindergartens must be developed by stimulating children's language development, for example, discussions, creative stories, films, and others. These lessons should be packaged interestingly, and children should be given many opportunities to express themselves and experiment. This helps create meaning from the child's experiences in the real world into broader linguistic symbols. Some opinions of experts such as Pestalozzi, Froebel, Montessori (Santoso, 2002), Piaget (Hoom, 1993), Vigotsky suggested that learning according to the level of child development helps children develop cognitively, linguistically and socially emotionally. Pestalozzi presented his method, which is a harmonious blend of natural and practical education, namely guiding children slowly and independently (Isna, 2019).

CONCLUSION

Based on the study 's results, it was concluded how important the teacher's ability is in creating language stimulation. To stimulate speaking skills specifically, Yawkey (1981) described what stimuli can be done to develop these expressive language skills. To stimulate speaking skills, the following points are presented: (1) development of language skills, (2) development of syntax skills,

(3) development of vocabulary mastery, (4) integration of language skills in everyday life, and (5) development of self-expression.

According to Yawkey, based on the questionnaire survey results, of the five points of development, almost more than 60% of Teachers and Students of RPLA PG PAUD in UMS 2021 fulfilled all the points above and achieved 80% when developing language skills. Up to 80% of teachers applied the integration of language skills in everyday life. While the development of syntax was 63.33% and vocabulary mastery was 73.33%. Finally, the development of expressiveness reached 66.67% of teachers who applied it.

The qualifications for prospective students for PAUD RPLA PG PAUD UMS teachers in 2021 follow the stimulation concept put forward by Yawkey et al. (1981), which can be disseminated to various other teachers through various forums and activities. Therefore, the teacher's ability to stimulate early childhood language skills can develop, and language skills can also develop properly in early childhood.

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