

Analysis of Language Development of 4-5 Year-Old Children in Bata Luar Village

Joko Palentino

Bata Luar Village, Tanah Pinoh District, Melawi Regency, West Kalimantan Province, Indonesia

E-mail : jokopalentino32@admin.sd.belajar.id

WhatsApp Number : 081350287299

Abstract: This study aims to determine the language development of children aged 4-5 years in Bata Luar Village. The research method used is descriptive with a qualitative research form. The data source for this study is children aged 4-5 years with their biological parents. The data obtained comes from the results of direct observations in the field, tests with children aged 4-5 years and interviews with the children's biological parents. The results of the study indicate that the language development of children aged 4-5 years in Bata Luar Village has experienced better development as evidenced by changes and improvements in three aspects of language, namely children can already receive language, children have also begun to be able to express language and children's literacy has also begun to develop or improve. Meanwhile, parents' understanding of their role in encouraging children's language development is still low due to low parental education, lack of access connecting parents and schools, which often results in low parental involvement in early childhood education.

Keyword: Child Language Development; Parental Understanding

Introduction

The children are born with a lot of potential in most cases, language being one of them. The preschool age is a crucial one as it determines the success of the child in the future. The weak or fragile development in the preschool may result in poor development in later years. Conversely, in case a child experiences an encouraging developmental process during preschool, then he/she will improve and mature more at an advanced stage.

The children aged 4-5 years are nurtured into language learners who focus on four dimensions of language listening, speaking, reading, and writing. The children will grow with a rich vocabulary and be capable of expressing themselves through communication with other people. They will be trained on how to participate in discussions and how to solve problems using their language.

Based on the observations that the author made in the village of Bata Luar, the author found out that there are a number of problems, particularly with children who are 4-5 years of age, where the use of language is yet to be highly developed. In the example, children do not use polite words, do not have vocabulary, are shy or barely talk and speak regional languages. The reason is that parents are not aware of their role in encouraging children's language development owing to several factors like low parental education, parents-school access, which in most instances results in low parental involvement in early childhood education. Most parents assume that children can only be educated within the school and their teachers are the ones who do it. In this way, parents are likely to relinquish their role in the education of their children in school.

Nevertheless, there are still many signs of the degree of language development achievement that should be reached by children aged 4-5 years, as stated by Morrison (in Arifin *et al.*, 2019:3) states that the level of language development achievement that should be reached by children aged 4-5 years is such that: (1) Understanding the story being read, (2) mentioning adjectives (naughty, stingy, kind, brave, good, ugly, etc.), (3) Mentioning own name, parent name, gender, home address simply.

The research method used is descriptive with a qualitative approach, because this study focuses on describing in depth the condition of children's language development based on the reality found in the field. Meanwhile, the sampling technique uses purposive sampling, namely the deliberate selection of samples according to research needs. The research sample was children aged 4-5 years in Bata Luar Village and their parents who were the main informants to explore family environmental factors. Data collection techniques were carried out through observation of children's language development based on developmental achievement indicators, simple tests or language stimulation tasks to see language abilities directly. Interviews with parents to obtain information about family environmental support. Documentation in the form of development notes and activity

documentation. Data analysis was carried out using data reduction, data presentation, drawing, conclusions and verification.

Methods

Researchers must determine a research method before conducting research to provide a general overview, direction, and guidance for conducting the research. A research method is a scientific way to systematically obtain data to solve problems and achieve research objectives (Creswell, 2010; Sugiyono, 2017). Research methods serve as guidelines for designing research steps to produce valid, meaningful data that aligns with the research objectives. This study employed a descriptive qualitative research method, which is research conducted under natural conditions by describing research findings based on facts as they are without any manipulation or specific treatment. Qualitative research aims to understand phenomena in depth, with the researcher as the primary instrument, and analysis is conducted through an inductive process (Fitrah & Luthfiah, 2018; Fadli, 2021). Descriptive research, on the other hand, aims to explain the state of the research object or phenomenon based on facts found in the field (Ramdhan, 2021). Therefore, a descriptive qualitative approach is appropriate because this study focuses on depicting the reality of language development in children aged 4–5 years in a natural manner without any manipulation of conditions.

The research was conducted in Bata Luar Village, Melawi Regency. This village was chosen because initial observations revealed language development issues in early childhood that were relevant to the research focus. The sampling technique used purposive sampling, which is the deliberate selection of subjects based on certain criteria relevant to the research objectives. The research sample consisted of children aged 4–5 years who served as the primary subjects and their biological parents as supporting sources to obtain information on family environmental factors that influence language development. Data collection techniques used the following methods: Observation, to observe children's language development based on aspects of language reception, language expression skills, and early literacy. interviews with parents to obtain information on communication patterns, environmental support, and factors that hinder and support children's language development. Documentation, in the form of developmental notes, results of language stimulation tasks, and photographs of activities. The use of triangulation techniques in data collection aims to increase the validity of the data and strengthen the accuracy of the research findings.

Data analysis was conducted using the Miles and Huberman model, namely through three stages: (1) data reduction, namely selecting and simplifying data from observations and interviews; (2) data presentation, namely compiling data in the form of descriptive narratives; and (3) drawing conclusions/verification, namely interpreting findings inductively until patterns and meanings of the research phenomena are found.

This analysis allows researchers to gain a deep and comprehensive understanding of the conditions of language development of 4-5 year old children in Bata Luar Village.

The choice of descriptive qualitative methods and purposive sampling aligns with the research objectives, which are to describe the actual state of children's language development based on their social and family environment. Data triangulation techniques enhance validity, while Miles & Huberman's analysis provides a systematic framework for finding scientific meaning and conclusions from the research.

Results And Discussion

In this study, the language development observed in children aged 4–5 years old refers to the language development of children aged 4–5 years and parents' understanding of their role in encouraging their children's language development in Bata Luar Village. Language development is a symbol used to transfer ideas, concepts, and information to unite thoughts and feelings into a meaning that is used as a means of communication. Language is a very important communication tool in a child's life, because through language children are able to interact with their environment (Hurlock, 2015).

Language development in early childhood demonstrates a child's increasing ability to understand and use verbal symbols to convey meaning. In addition to supporting academic readiness, language skills also influence a child's ability to socialize and adapt to their environment (Santrock, 2011). This supports Jailani's (2018) argument that language is the primary means of communication for every individual, including children, and the first language they learn is their mother tongue. Through language, children can express their thoughts, understand messages, and create social interactions.

This opinion aligns with Anggraini *et al.* (2019) who stated that language skills involve cognitive, sensorimotor, psychological, emotional, and environmental aspects of the child. This means that language skills are not only related to speaking skills, but also involve the ability to listen, understand meaning, and read early symbols (literacy). Therefore, the language development of children aged 4–5 years is measured through three aspects: receiving language (listening), expressing language (speaking), and early literacy (Permendikbud PAUD No. 137 of 2014).

Table 4.1 Observation Checklist assessment for language development of children aged 4-5 years

No	Child's name	Receiving Language				Express Language				Literacy				Total	Number of Values	Category			
		Understand Multiple Commands Simultaneously		Repeating simpler sentences		Start saying your wishes by saying simple sentences.		Start telling stories about your experiences with simple stories		Name a group of pictures that have the same initial sound/letter		Saying your own name							
		1	2	3	4	1	2	3	4	1	2	3	4				1	2	3
1	RA	√					√				√						17	65	MB
2	F		√				√				√						18	69	BSH
3	R	√					√				√						14	53	BB
4	F		√				√				√						17	65	MB
5	M		√				√				√						17	65	MB
6	W	√					√				√						17	65	MB
7	N		√				√				√						18	69	BSH
8	G	√					√				√						17	65	MB
9	Z		√				√				√						15	57	BB
10	S		√				√				√						21	80	BSH
11	Vo			√			√				√				√		30	95	BSB
12	P		√				√				√				√		17	66	MB
13	BD	√					√				√				√		17	65	MB
14	AB		√				√				√				√		20	80	BSH
15	PD	√					√				√				√		16	67	MB
16	C	√					√				√				√		13	54	BB
17	D	√					√				√				√		14	53	BB
18	AP		√				√				√				√		17	65	MB
19	B		√				√				√				√		19	81	BSH
20	L		√				√				√				√		18	69	BSH
21	MJ	√					√				√				√		17	65	MB
22	R	√					√				√				√		14	53	BB
23	J		√				√				√				√		18	69	BSH
24	LI		√				√				√				√		17	65	MB
25	AD	√					√				√				√		17	65	MB
26	I	√					√				√				√		14	53	BB
27	Sa		√				√				√				√		18	69	BSH

28	Ny		√		√			√		√		√		√		√		16	66	MB
29	T		√		√			√		√		√		√		√		18	69	BSH
30	LV	√			√			√		√		√		√		√		17	65	MB

Information: 1= Not yet developed (BB) 3=Developing according to expectations (BS)
 2= Starting to Develop (MB) 4= Developing very well (BSB)

Source : Anggraini, et al. Tahun 2019

The data from the observations conducted by the author were collected 3 times, namely on June 10, 14, and 19, 2022. Based on the findings of the first observation of ten children in Sedia Tapa hamlet, in the Language Development of Children Aged 4-5 Years in Bata Luar Village, it shows that their Language Development has begun to develop, this is evidenced by the play activities they do with their peers, which is shown through conversations between peers. They can already say what they want by playing cooking and playing with dolls and can already say what they want. Then for the findings of the second observation in Lanjau Baru hamlet, there were eight people on Friday, June 10, 2022 at 03:00:17:00 WIB, the findings in the field show that their Language development has begun to develop, this is evidenced when they receive language, they already understand several commands simultaneously, such as when their mother gives the order to take a glass to pour drinking water for guests and take a plate to store drinking glasses. And the findings of the third observation in Setia Budi hamlet amounted to 12 people on Thursday, July 14, 2022 at 03:00:17:00 WIB, the author found that their language development had improved, as evidenced by the recognition of the letters a-z.

Then, on Monday, July 18, 2022, at 3:00 PM to 4:00 PM WIB, the author conducted a test on children aged 4-5 years old at my home in Bata Luar Village. The test was conducted using audio-visual media. The activities included watching four videos, including "The Origin of Cats Chasing Mice," "Monkeys and Turtles, Learning About Birds and Animals," and finally, "The Story of Chickens and Monkeys." After watching, they continued by answering simple questions based on the videos they watched. The findings of the field test indicate that the language development of children aged 4-5 years in Bata Luar Village has begun to develop. This is seen from the tests that have been conducted using a checklist assessment, namely they can receive language, then they can express language, and finally literacy.

Based on the results of general interviews with 15 informants, namely parents of children in Bata Luar Village, said that the development of children's language has begun to experience progress as evidenced by the child being able to receive language, the child has also begun to be able to express language and the child's literacy has also begun to develop or improve. This was conveyed by Mrs. Leni Marlina, Kandung Koleta's parent, kaizen, which was carried out on Sunday, June 19, 2022 at 12:08 - 12:43 WIB at her residence in Sedia Tapa Hamlet, Bata Luar Village and a statement expressed by Mrs. Yanti, Kandung Raisa's mother on Wednesday, June 22, 2022 at 14:00-14:28 WIB at her residence in Setia Budi Tapa Hamlet, Bata

Luar Village, "The development of our child's language has developed, this is proven by his development in understanding language such as saying his wishes, asking questions, and introducing his own name."

Meanwhile, parents' understanding of their role in encouraging children's language development in Bata Luar Village is still low. This is due to various factors, including low parental education and lack of access connecting parents and schools, which often results in low parental involvement in early childhood education. This is evidenced by interviews with parents. Most parents assume that children's education only takes place in school, provided by educators. Therefore, parents often neglect their role in educating their children at school.

Thus, it can be said that the language development of 4-5 year old children in Bata Luar Village has begun to develop, as evidenced by improvements in three aspects of language: children's ability to receive language, their ability to express language, and their literacy skills are also developing or improving. This will make it easier for children to use language and communicate with others, while also expressing themselves. Children will learn how to participate in conversations and use their language to solve problems.

Conclusion

Based on research on the language development of 4–5-year-old children in Bata Luar Village, it can be concluded that children's language development has shown significant improvement. This improvement is evident in three main aspects of language development: language reception, language expression, and early literacy. Children are now able to understand simple commands, repeat sentences, communicate to convey desires or answer questions, and begin to demonstrate literacy skills such as reading their own name.

Furthermore, research also shows that parents' understanding of their role in supporting their children's language development remains low. This low level of parental involvement is influenced by limited educational attainment, limited communication between parents and schools, and the perception that children's education is solely the school's responsibility. These conditions result in less than optimal language stimulation for children within the family environment.

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