PROCEEDING

THE 1ST INTERNATIONAL SEMINAR OF
EARLY CHILDHOOD CARE AND EDUCATION

'AISYIYAH'S AWARENESS ON EARLY CHILDHOOD CARE AND EDUCATION

Jakarta, June 10th - 11th 2015
at Muhammadiyah University of Prof. DR. HAMKA (UHAMKA)

CENTRAL HEAD OF 'AISYIYAH
THE CHAMBER OF PRIMARY AND SECONDARY EDUCATION

Organized By:
1. University of Muhammadiyah Prof. DR. HAMKA
2. University of Muhammadiyah Jakarta

Proceeding
the 1st International Seminar of Early Childhood Care and Education

The Head of   SC Seminar/   Head of the National Board of Early Childhood Educatoin of Aisyiyah
Prof. Dr. Hj. Masyitoh, M.Ag.

The Head of Commitee/   OCSeminar   Internasional PAUD
Dr. Hj. Chandrawaty, M.Pd.

Reviewer Tim
1. Prof. Dr. Sabarti Akhadiyah, M.K
2. Prof. Dr. Martini Jamaris, M.Pd
3. Dr. Sudjarwo, M.Pd
4. Dr. N. Q. Mei Teintje, M.Pd

Editor
1. Nurafni, M.Pd
2. Amelia Vinayastri, M.Pd, Psi.

METHOD OF LANGUAGE DEVELOPMENT EARLY CHILDHOOD

Sri Astuti

Universitas Muhammadiyah Prof. Dr. Hamka

ABSTRACT

The development of language skills for early childhood aims for children to communicate verbally with the surrounding environment. The expected environment is the environment around the child, including friends, playmates, adult, either at school, at home, or with neighbors around the house.

Early childhood language skills obtained and studied child naturally to adjust to the environment so that children are able to socialize, interact and respond to others. In developing the child's ability to talk, the teacher / instructor can choose strategies and methods vary. Activities that can be done in developing language skills are activities that stimulate the ability of listening, speaking and writing. Storytelling is one of the methods that are widely used by teachers and should be interesting as well as to invite the attention of children and also can not be separated from the purpose of early childhood education.

Keywords: Methods, their rapidly developing, Language

INTRODUCTION

Language is a tool communication. Language an important tool for every one. Through human language will be able to develop social skills with others. Mastery of social skills in a social environment begins with the mastery of language skills. Without the language one will not be able to communicate with others. Humans can use language to express his thoughts so that others can hear what others think. Human communication can be established with the language so that people can build relationships and it is not surprising that the language is regarded as one indicator of a person's success

Language is the foundation of a child to learn other things. Before children learn other knowledges, he needs to use the language in order to understand something well. Children will be able to develop his abilities in the field of sound pronunciation, writing, reading which strongly supports literacy skills at a higher

level. Language development in early childhood is very important because of the language as a basic ability of a child will be able to enhance the abilities of others. Children who are considered much talk is a reflection of a bright child.

Educators need to apply the ideas they have to develop the language skills of children, giving examples of the use of language correctly, stimulating the development of children's language to communicate actively. Children need to be trained continuously to think and solve problems through its language. Reinforced concrete activities with communications will continue to improve the language skills of children. More than that, the child should be placed in a position that is primarily, as a learning center to be developed potential. Children learn language need to use different strategies, for example with games aimed at developing children's language and the use of diverse media that support language learning. Children will gain significant experience in improving language skills where fun learning will become part of the child's life.

LITERATURE FRAMEWORK

Early Childhood Language

Language development begins in infancy and relying on its role in the experience, mastery and growth of language. Children learn language from infancy before learning to speak they communicate through crying, smile, and body movements. Learning the language is crucial occurs before the age of six years. Therefore, early childhood education is a vehicle that is very important in developing children's language so that this condition can facilitate the development of language skills in early childhood. Children acquire the language of the family and the neighborhood. With their vocabulary growth, vocabulary child will grow rapidly as the growth of children's vocabulary will more quickly once they start talking.

The Purpose of Language Development for Early Childhood

The development of language skills for Early Childhood aims to make children able to communicate verbally with the environment. The intended

environment is the environment around the child, among others, peers, playmates, adults, whether in school, at home, or with the neighbors in the neighborhood.

Early Childhood language skills acquired and studied child naturally to adjust to the environment so that the child will be able to socialize, interact and respond to others.

Language Functions for Early Childhood

Language functions for Early Childhood is a tool to develop intellectual abilities and basic abilities of children. Specifically Gardner argued that the function of language for children aged early is to develop expressions, feelings. Imagination, and mind. Ministry of Education (2000) describes the function of the development of language skills for young children include:

1. As a means to communicate with the environment
2. As a tool to develop the intellectual abilities of children
3. As a tool for developing children expression
4. As a means to express feelings and ideas to others

Special Purpose Communication for Early Childhood

Special purpose communication for children include receptive language, expressive language, verbal communication, remember, and differentiate.

1, Receptive Language

The meaning of receptive language is a passive language. The specific objective is receptive language

a. Help children develop the ability to listen, for example, listening to stories, singing, and so on.

b. Helping children through understanding the concept of labeling identifying words.

c. Improve the ability to respond to direct learning, for example, how a child can answer or respond to questions asked by the teacher.

d. Helping children to react to any other communication for example a child can give a response or reaction when it interacts with its environment well with teachers, parents or peers.

2. Expressive Language

a. Help children to express their needs, desires and feelings verbally.

b. Encourage children to speak more clearly and unequivocally so easy to understand.

c. Encourage language fluency. Children must learn the language fluently greeting and construction of a sentence that is easily understood by others through example teachers themselves in Indonesian language is good and true.

d. Helping children understand that communication proficiency level can more effectively influence the social environment and the environment of children.

3. Nonverbal Communication

a. Helping children to excrete feelings and emotions through facial expressions.

b. Helping children excrete wants and needs through gestures and hand.

c. Encourage children to use eye contact when interacting with others.

4. Given and differentiate

a. Teach children to distinguish between types / tone / sound rigors,

b. Helping children to repeat and imitate the pattern of expression.

c. Helping children to send messages verbal complex

d.Meningkatkan child's ability to remember, build and sort the thought power.

Early Childhood Language Development

Various opinions on the theory of language development proposed by the experts. An understanding of the various theories of language development can affect the application of the method of implementation of the children's language development, so expect the educators capable of searching and making teaching materials appropriate to the level of the child's age. Some theories about this include:

1. Behaviorism Theory

Behaviorism Theory initiated by Skinner (1957), which defines that learning is influenced by the behavior established by the external environment, meaning that knowledge is the result of interaction with the environment through conditioning stimulus that causes a response. Changes in the learning environment can affect thoughts, feelings, and behavior gradually. Positive behavior in children tends to be repeated when it got a boost in accordance with the ability of the child from the environment. Exercises for the child must use the forms question (stimulus) and answer (response) is introduced gradually, starting from the simple to the more complex.

2. Nativism Theory

(Chomsky, 1957) states that the language is already in the child. When a child is born, he has had a series of language skills called "General Grammar" or "Universal Grammar." Children do not merely imitate the language he heard, but he was also able to draw conclusions from the existing pattern. This is because the child has a language system called Device Control Language (Language Acquisition devise / LAD). According to this theory, children need to get a model of language learning from an early age. Children will learn the language quickly, especially for second language before the age of 10 years.

3. Constructivism Theory

Piaget (1985); Vigotsky (1934); and Gardner (1983) states that the development of cognition and language formed from interaction with others. Children have limited cognitive development at certain ages, but through social interaction of children will experience an increase in the ability to think. Influence in language learning is the child will be able to learn optimally if given activity. In this activity, children should be encouraged to frequently communicate. The existence of an older child or an adult age who accompany learning and encourage conversation, will help children to use language skills higher or unleash the potential of language intelligence already owned subsidiary. Therefore, teachers need to use interactive methods; challenged children to improve learning and using the language of quality. This theory is called the theory of learning through instruction and intermediaries human intelligence. With the help of an adult, a child can do and understand many more things than if the child just learning itself. This concept is called Vigotsky as the Zone of Proximal Development (ZPD) or maximum development zone (ZPM). ZPD gives new meaning to 'intelligence'. Intelligence is not measured by what can be done with the help of proper child. Learn to do things and learn to think helped by interacting with adults.

According Vigotsky, first of all children do everything in a social context with others and language help this process in many ways. Gradually, children increasingly distancing themselves from dependence on adults and toward independence act and think. A shift from thinking and talking loudly while doing something to the stage thinking to myself silently called internalization. Internalization for Vigotsky transfer it open, but a transformation. That is, able to think about something that is qualitatively different to be able to do something. In the process of internalization, interpersonal activities such as chatting or doing activities together, then become interpersonal, namely mental activity performed by an individual.

Many ideas of Vigotsky that can help in building a framework for teaching foreign languages to children. To make the decision of what can be done to support teachers' learning we can use the idea that adults become intermediaries.

"So ... what else can children learn?". This may have an impact on how to prepare a lesson or how teachers should talk to students at any time. ZPD, or ZPM can be a guide in selecting and preparing the learning experience for students to help them progress from stage interpersonal to intrapersonal. We help students to internalize occur so that the new language is taught to be a part of the knowledge and language skills of children.

The term "Cognitive" comes from the word that means understanding cognition or understand. Definition of cognition is the acquisition, structuring, and use of knowledge. Vigotsky argued that the development of children's cognitive and language closely related to culture and society within the child. For difficult language understood by the child used the term maximum development zone (ZPM), which is a process of language development of children who are internal and dynamic influenced by knowledge. In ZPM is known for low limit is the level of problem that can be solved by the child. While a higher threshold is the level of responsibility that can be received by children with the help of others. According to this theory, language is not a natural characteristic of separate, but one among several capabilities that come from cognitive maturity. Language distrukturi by reason. Language development should be based on more fundamental changes and is more common in cognition. Thus, the sequence of cognitive development determine the order of language development (Chaer, 2003).

Piaget said that thinking as a prerequisite language that will continue to grow (progressive) as a result of the experience and reasoning. A child's language development is closely related to touch, hear, see, feel, and smell. Cognitive experts believe the role of relationships between children, adults, and social environment with the development of children's language. Children's language development is inseparable from the social context and cognitive development of children. Early language development of children occurs in sensory motor stage, which is when children aged 18 months, which at this age children already have an understanding of the specific objects, the child is able to manipulate the objects. This symbol is then developed into words spoken by a child

4. Pragmatic Theory

Spearheaded by Halliday (1985) argued that children learn a language in order to socialize and directing the behavior of others to conform to his wishes. Children in addition to learning the shape and meaning of language, the child is also motivated by the language function they can get. Halliday said that the function of language as follows:

1. Instrumental function: the use of language to achieve a material things such as eating, drinking, and so on.

2. The function of regulatory / dogmatic: the use of language to govern and repair behavior. Example: Give me something

3. Interactional Function: the use of language to devote mutual feelings, thoughts between a person and another person. Example: Take me ...

4. Personal Functions: one to use language to pour out your feelings and thoughts. Example: I love this ...

5. Heuristic function: the use of language to achieve / uncover the veil phenomenon and the desire to learn. Example: Why did it happen?

6. Imaginative Function: Use language to express one's imagination and images of discovery someone and do not correspond to reality (the real world). Example: if I ...

7. Representational function: the use of language to describe the thoughts and insights and deliver it to others.

5 Interactionism Theory

Study depart from interactionism theory view that language is a combination of genetic factors and environmental factors. Cognitive and language skills occur simultaneously. Children are born with the ability to understand, learn, and produce language and the ability to interact with its environment, which includes the process of imitation, reinforcement, reward, and social roles.

Interactionism theory assumes that language acquisition is the result of the interaction between mental ability of learning, language and environment. Language acquisition relates to the interaction between the input and internal

capabilities possessed by (cognitive). Every child has the control of language (Language Acquisition Devise / LAD) since birth. However, without the appropriate input may not child can master the specific language automatically. Experts say social interaction, linguistic, biological maturation, and cognitive, interplay, interaction, and modify each other and therefore contributes to the development of individual languages.

Viewer Tool (Props)

Games that can support the creation of stimuli in children with language, among other props in the form of a picture book / poster, listen to songs, watch movies, listen to voice tapes, reading stories, or storytelling. All activities that can stimulate children's ability to speak can be created solely by educators. Educators can improvise with how to apply them in children in accordance with the conditions and the environment. Some games or activities that can be modified to develop the language skills of children, for example: selecting objects games, guessing animal sounds, the role of family members (acting as father, mother, etc.), And games of other children.

Questions often arise from parents is: "I want my children to be able to read and write as quickly as possible, how?" The basics of beginning to read and write begins at birth and grow continuously throughout life. At a very early age, children begin to learn spoken language while hearing family members talking, laughing, singing, and when the people around him respond to all their babbling (celotehannya). Similarly, he began to understand the written language when they hear adults read stories to him and see his family members read magazines, newspapers, and books. These activities are presented in an atmosphere that is warm, loving, and free of pressure so that the activities of reading and writing into a pleasant experience.

It is important to understand that the main purpose to develop the ability to read and write children is to introduce them to the power and pleasure of reading and writing. Love of reading begins when parents hugging children and read stories with expressive. Familiarity in enjoying books and stories reinforce

emotional ties, to help children in learning new words and concepts, and stimulating the growth of a child's brain. Passion for writing was grown by providing opportunities for children to draw and scribble. Drawings and graffiti is writing her first child, gradually along with the development of children will write letters. Through the help and encouragement of people around him, a big step up the child to become a writer.

Language development in early childhood is very important because of the language as the basis of ability, a child will be able to improve other capabilities. Educators need to apply their ideas to develop the language skills of children, *giving examples of the use of language correctly, and stimulate the development* of children's language to communicate actively. Children need to be trained to think and solve problems through its language. Reinforced concrete activities with communications will continue to improve the language skills of children. More than that, the child should be placed in a position that is primarily, as a learning center to be developed potential. When learning a language, a child needs to use a variety of strategies, such as a game that aims to develop children's language and the use of various media that support language learning. Children will gain significant experience in improving language skills.

Language Early Childhood Development

In developing language Early Childhood needs to consider the following principles: Customize the theme of the activities and the immediate environment. For example of the types of vehicles, vehicle parts, the use of vehicles, vehicle color, etc. These principles are:

1. Learning should be oriented to the ability to be achieved according to the potential of children. For example, children may mention the food is typical of the city of Bandung,

2. Grow freedom in expressing thoughts and feelings associated with spontaneity. For example, the child can express his experiences related to the ride vehicle.

3. Given the alternative thought in his feelings. If the child is difficult to express in words, the thoughts can be done through writing or drawing.
4. Communicating the teacher and the child is familiar and fun
5. Master's master language development
6. Teachers normative act, the teacher as a model, an example of Indonesian users is good   and right
7. The learning material helps the development of children's abilities
8. Do not use the letter as a formal one-on-one.

Context Language Development

The context of the development of the language, known as language skills include:

1. Listen
2. Speaking
3. Reading
4. Writing

J. Development Methods of Early Childhood Language

The method used by teachers in developing the language skills of early childhood

1. Method of Storytelling

a. Understanding Storytelling Method

Storytelling is one giving a learning experience for Early Childhood to bring stories to children orally. The story that brought teachers must attract and invite the attention of the child. The use of storytelling as a strategy for early childhood learning, should pay attention to the following matters:

1. Fill the story must be related to the child's life, so that children understand the story of the
2. Activities tell cultivated can give the feeling gembira.lucu and exciting in accordance with the child's life is full of joy.

406

3. Activities tell endeavored to be an experience that is unique and appealing to children.

To be able to tell a story well, educators should pay attention to the following points:

1. Mastering the story completely

2. Have the skills to tell

3. Practice in rhythm and voice modulation is continuously

4. Using the equipment of interest to children

5. Creating an emotional situation in accordance with the demands of the story.

The techniques that can be used by teachers in reading stories:

1. Reading directly from a storybook

2. Telling stories using illustrations from the book

3. Telling fairy tales

4. Storytelling with flannel boards

5. Telling stories using puppets media

6. Dramatization of a story

7. Storytelling while playing fingers

b. Benefits of Storytelling for Children:

1. For Early Childhood listening to an interesting story that is near to its environment is a pleasure activity .

2. The teacher can instill storytelling to instill honesty, courage, loyalty, friendliness, sincerity, and positive attitudes that others in the life of the family, school and out of school.

3. Provide a number of social knowledge, moral values and religious.

4. Provide experience to learn and practice listening

5. Allows children to develop cognitive abilities, effective and psychomotor.

6. Allow the child the feeling dimension.

7. Gives information about the child's social life with the people around him with a variety of jobs.

8. Help children build a variety of roles that may have been children, and a variety of services that the child wants to be donated to the community.

c. Objectives of Storytelling for Childhood:

1. Instill messages or values of social, moral and religious contained in a story.

2. The teacher provides information about the physical environment and social environment that needs to be known by the child.

d. Themes of Storytelling Activities for Childhood

The theme chosen as the material is so large and diverse, among which are themes related to children's everyday lives.

e. Implementation Procedures Storytelling:

1. Establish the purpose and theme of the story

2. Establish the chosen form of storytelling

3. Establish the necessary materials and tools in storytelling

4. Establish measures storytelling

2. Conversing Methods

Method of conversing is a development that is carried out through the submission of a conversation between teachers and children.

a. Method of Conversing Objectives are:

1. Develop the skills and courage of children in expression to anyone.

2. Give children the opportunity to express verbally

3. Improve the pronunciation and speech of children

4. Developing a child's intelligence

5. Adding treasury vocabulary

6. Train perception

7. Exercising the power of thought and fantasy children

8. Increase the knowledge and experience of the child

9. Giving pleasure to children

10. Stimulate the child to learn to read and write

b. Method of Conversing Form

1). Conversing free

2). Conversing by subject

3). Conversing with using image series

c. Question and Answer Methods

Question and answer methods can usually be used with other methods mentioned auxiliary method. According to the Department of Education (Depdikbud), the question and answer methods is a method in language development that can provide a stimulus for children to actively think through the questions the teacher, the child will try to understand it and find the answer.

d. Role Playing Methods

Methods play a role is one method that can be used in developing language skills in which strived to help children in discovering the meaning of environmentally beneficial and solve problems encountered with the peer group.

CONCLUSION

Language is a tool for communicating, can be used to think, express feelings through language and can receive the thoughts and feelings of others. Language development begins in infancy and relying on its role in the experience, mastery and growth of language. The development of language skills for Early Childhood aims to make children able to communicate verbally with the environment. The context of language development include: listening, speaking, reading, and writing early. In developing the child's ability to discuss, the teacher / tutor can choose the strategies and methods are varied. The activities can be done

in developing language skills are activities that can stimulate the ability to listen, speak and write. Storytelling is one method that is widely used for story   Early Childhood that brought teachers must attract and invite the attention of the child and can not be separated from the goal of education for Early Childhood.

BIBLIOGRAPHY

Chaer, abdul. 2003. *Linguistik Umum.* Jakarta: Rineka Cipta

Gardner, Howard. 1983. *The Theory of Multiple Intelligences.* New York: Basic Book.

Chomsky, Noam. 1957. *Syntactic Structure.* Netherlands: Mouton & Co, Printers, The Hague

Depdiknas. 2000. *Perpustakaan Perguruan Tinggi: Buku Pedoman.* Jakarta: Depdiknas RI. Ditjen Dikti.

Halliday, M.A.K. and Hasan R. 1985. *Language Context and Text.* Geolong Victoria: Deakin University Press

Piaget, J. 1985. *The Equilibrium of Cognitive Structure: The Central Problem of Intellectual Development.* Chicago: University of Chicasgo Press.

Skinner. B. F. 1957. *Verbal Behaviour.* New York: Appleton-Century-Croffs Inc.

Vigotsky, L.S. 1934. *Development of Chidren and The Prosess of Learning.* (M. Lopez Murillas Terj.). Cambridge M.A: Harvard University Press.