Understanding Children's Language and Speaking Development Education

Azhary Tanbusai¹*, Khairina Nasution²
¹Universitas Muslim Nusantara Al-Washliyah,
²Universitas Sumatera Utara
Corresponding Author: Azhary Tanbusai azharytambusai60@gmail.com

A B S T R A C T

Language that includes understanding, expressing language through receptive language, literacy, and language development is referred to as this aspect of language development. Children evaluated him holistically, taking into account his intellectual accomplishments and all aspects of his personality. A writing study (Library Exploration) with a method of subjective exploration is the type of investigation used in the examination. A writing study is a review used to examine, peruse, record, and cycle research materials in order to gather data or a collection of library information. The specialist is directly connected to the text, which is one of the characteristics of this kind of research. One of the possibilities that youngsters need to develop early is their language potential. When the child looks at the pictures in the media drawing series right away, they become more interested in following the lessons and become more creative when it comes to telling stories.

INTRODUCTION

The primary focus of education is the interaction between students and educators in a learning environment. Education as a process is studying the situation. The primary and most significant field of study for educational psychology then shifts its focus to issues pertaining to students' development, potential, and skills, as well as the dynamics of their behavior and the activities they engage in, particularly learning behavior. Education with their environment and culture has always been an integral part of education. The process of socialization, which is concerned with the culture-learning process in relation to social systems, occurred in Indonesian society either individually or in groups (Darma & Joebagio, 2018).

Vocabulary is basically an ability that must be possessed by learners, especially early childhood in learning English (Shafira & Handayani, 2022). Students are also frequently referred to as students in the field of education. The term "student" refers to anyone enrolled in an educational program at a particular level of education or school. The term "student" refers to any individual or group of individuals who influence learning activities (Nababan, Sumantri, Tanjung, & Hasudungan, 2022). Having a solid understanding of how language develops in early childhood is helpful for learning basic language skills. For guardians and educators, a comprehension of youth language improvement is useful in work on the improvement of kids' language abilities. Children can achieve optimal language development by being introduced to theories of language development. This can be accomplished by modeling good behavior, inspiring children, and practicing habits that are appropriate for early childhood. There are a number of theories about how languages develop. There are specific stages (Isna, 2019).

This aspect of language development is defined as language that includes understanding, expressing language through receptive language, and literacy and language development. A child's growth and development are significant factors in language development, which is typically referred to as language acquisition in children. The fourth aspect of language development, which can develop and continue with an understanding of the aspects of reading and writing, can be seen in the form of aspects of listening and acquiring language. Language development is an ongoing process of language acquisition in children, typically obtained through verbal contact. This stage is fastest between the ages of two and five years, when children's abilities increase from 50–100 to more than 2000. Development The most important thing starts to occur between the ages of two and four. Language intelligence can be interpreted as a child's ability, and language skills are a sign of a child's development (Sulasmini, Afiyanti, & Iqomah, 2015).

Language intelligence can also refer to a child's ability to make patterns think by using the ability clearly and competently through words aimed at expressing content or ideas, both in speaking, writing, and reading. Language intelligence has a core component that includes the child's ability to tinker with and also master grammar, language systems, the sound system, and the use of

language as well as the regulation of its use. Language is defined as a system of symbols that are arranged regularly to provide a variety of information or

Teachers are able to improve their students' learning abilities in accordance with their individual potential *(fitrah)* if they are aware of and adhere to their students' development patterns. Psychologists say that "psychology" has a place in education because it applies to all educational materials, so educators need to study and analyze it in order to select "methods that are most appropriate" for students based on age and class (Adriana, 2008). According to psychologists, "psychology" has a place in the region. Education as it relates to all educational materials(educational matter), so that the study and analysis are needed by Educators in the selective conduct of "methods that most appropriate" for students by considering age and Class (Al-Qarashi, 2003).

The word development is often associated with growth and maturity. The three do have a very close relationship tight. Growth and development are essentially change, leading to higher and better stages'. Growth, with regard to physical aspects shows a change or addition in quantity, namely additions of large size or height. While development deals with psychic or spiritual aspects. With regard to quality, that is, improvement and refinement functions (Sagala, 2017). Experts in education emphasize the physical, emotional, social, and intellectual growth of the child as a whole in the modern educational concept. Children evaluated him holistically, taking into account all facets of his personality as well as his intellectual accomplishments. The child learns not only through his "head," but also through his "heart". Teachers don't just think of themselves as "teachers" who hand out learning materials; they also think of themselves as "educators" who work to help every child realize their full potential as individuals (Nasution, 2003).

THEORETICAL REVIEW
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Development is a pattern of change where children learn to master a more complex level of various aspects. One important aspect of child development is the aspect of language development. According to Vygotsky in (Lye & Koh, 2014), states that language is a medium for expressing ideas and asking questions, language also creates concepts in thinking categories. In addition, language is also a means of communication which is very important in human life, because besides functioning as a medium for expressing thoughts and feelings to others, it is also a medium for understanding the feelings and thoughts of other people. Children's speech and language development education is an important part of child development from an early age. Understanding children's speech and language development can help parents and educators optimize their children's communication potential. Language development and speaking are key skills in child development. Language is the main tool used by children to communicate, express needs, and understand the world around them. Children reach language development milestones at different ages. For example, they start babbling around 6 months of age, say their first words around 12 months of age, and develop more

complex vocabulary and sentences as they get older. Parents and educators play an important role in supporting children's language development. They must provide an environment rich in language, talk to children, read books, and stimulate conversation. Children's speech and language development education is an important investment in a child's future. Understanding the stages of language and speech development and providing appropriate support can help children develop strong communication skills, which will help them at school and in their daily lives.

There are two categories of language skills, 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. What is included in receptive language are listening and reading activities. Meanwhile, productive language skills are language skills that are applied to convey information both written and verbal. What is included in productive language is writing and speaking activities. Children's language skills, especially in the receptive category, namely receiving language, at the developmental level, 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 simply, and mentioning the characters in the story. However, this has not yet been achieved well because in reality there are still many children who are busy in class when learning is taking place, do not listen to the teacher who is talking in front of them, like to fight over toys with their peers, do not focus, and children also have difficulty re-describing the contents of the story. Based on the existing problems, it can be concluded that the problems faced by children lie in their low listening skills. In fact, listening skills also need to be taught as part of language development (Long & Doughty, 2009).

According to Vygotsky (in Santiago-Delefosse & Delefosse, 2002) in general, the language and thoughts of children are different. Then slowly, according to the stage of his mental development, language and thought unite so that language is an expression of thought. Children naturally learn language from their interactions with other people to communicate, namely expressing their thoughts and desires, understanding the thoughts and desires of other people. According to (Faruq et al., 2022) language learning for early childhood is directed at communication skills, both orally and in writing (symbolic). To understand symbolic language, children need to learn to read and write. Therefore, language learning is often divided into two, namely language for communication and literacy learning, namely learning to read and write.

With the language they have, vocabulary development will develop quickly, as stated by Sroufe (in Dwyer & Neuman, 2008): "Children's vocabulary grows quite quickly after they start to speak." Children's vocabulary development will be very fast once they start talking. This can be understood because the child will use the meaning of the language from the context in which it is used.

METHODOLOGY

The kind of exploration utilized in examination is a writing study. (Library Exploration) with an approach to subjective exploration. A writing study is a review utilized for gathering data or an assortment of library information by examining, perusing, recording, and cycling research materials. The qualities of this sort of exploration are the specialist is straightforwardly connected with the text. On the other hand, in compositions, bibliographical information is long-lasting. What's more, be prepared to utilize library information overall as auxiliary or supporting information so that analysts get information from information, not from unique or direct information in the field, but from information gotten secondhand. What's more, conditions in the library, information isn't restricted by reality (Zed, n.d.). Profound information assortment procedures. This examination is a documentation study, i.e., information assortment procedures, as it were. Break down the items in related records by the issue under study. As per Gunawan, the examination is finished, as it were. contrast and join records with the structure of a review result deliberate (Sugiyono, 2017). Source the information utilized is in books and diaries connected with the selected point. Information examination utilized in This exploration is a content examination (content examination), in light of the fact that in this study it will examine a few speculations in regards to training and young children's language improvement.

RESULTS

Children's Speaking Education

According to (Hurlock, 2020), speech is a form of language in which words or articulations are used to convey intent. Through speaking, children will be able to communicate with one another. Children need to be developed and trained on a regular basis so that their communication skills, particularly speaking, can develop to their full potential. Concerning correspondence, tuning in Also, talking at school is frequently inadequate. Considered significant and insufficiently tended to, on the grounds that understudies are viewed as competent talkers and can be advanced straightforwardly. Casually beyond school since I can tell that the instructor believes there isn't a need to emphasize exercises in conversation with kids in light of the fact that typically the educator places more emphasis on perusing and composition.

Children need to be able to speak in order to be able to communicate effectively. As a result, being able to speak is an essential first step toward effective communication. In (Santosa, 2020) Brown and Yule propose a definition of speaking excessively. The ability to verbally express one's thoughts, ideas, or emotions through the use of language sounds is known as speaking. This definition basically means the same thing as what Tarigan means when she talks about how to pronounce words. According to (Tarigan, 2008) and (Haryadi & Zamzani, 1996), communication in general can be viewed as the transmission of meaning—ideas, thoughts, and heartfelt feelings—through the use of spoken language so that others can comprehend the message. This definition has meaning, which is equivalent to the two sentiments depicted above, just

explained with a further objective with the goal that what is conveyed can be perceived by others.

Following that, (Slamet, 1996) argue that speaking as an activity to convey ideas conceived and developed according to the needs of the keeper is an understanding of speaking as a skill. According to this definition, talking is more than just saying words. It also emphasizes conveying ideas that have been prepared and developed in accordance with the requirements of the listener or recipient of the information or ideas. Speaking is the ability to pronounce words in order to convey or declare intentions, ideas, thoughts, and feelings. Ideas, thoughts, and feelings are created and developed according to the needs of the listener in order for what is conveyed to be understood by the observer. This conclusion can be drawn on the basis of several expert opinions that have been described above. The primary function of speech is communication. The act of sending and receiving information or messages between two or more people so that the intended message can be understood is known as communication. Therefore, the speaker must comprehend what will be communicated in order to effectively convey messages.

Additionally, Tarigan stated that there are three general purposes for speaking: to inform and report (to inform), to entertain (to entertain), and to persuade, invite, urge, and convince (to persuade) (Tarigan, 2008). In addition to teaching children how to speak correctly, stimulation for improving their speaking skills can also include engaging story readings. Gorys Keraf in (Slamet, 1996), (Faridawati, Eliyawati, & Rudiyanto, 2016) argued that speaking to them is intended to persuade, influence the physical action or reaction of the listener, inform the listener, and please the listener. This viewpoint emphasizes that speaking is not only intended to inform, persuade, or entertain but also to elicit a physical response from the listener or keeper. According to the (Tim, n.d.), the purpose of speaking is to: 1) illuminate something to audience members; 2) persuade or, on the other hand, impact audience members; and 3) engage audience members. The meaning of this opinion is identical to that of the opinions outlined in the conclusion that can be drawn from the above-mentioned plurality of viewpoints is that the main goal of speaking is to communicate, while the general goal of speaking is to inform or report information to the recipient, persuade or influence the recipient of information, entertain, and seek a response from the listener or recipient of information.

DISCUSSION
Child Discussion Development Education

A typical child will learn his first language in a relatively short amount of time, between the ages of 2 and 6. That was, in Chomsky's view, not because the child only received stimulus and then responded, but rather because everyone is born with a set of tools that help them learn the first language, which he referred to as the Language Acquisition Device (LAD) or "language acquisition tools." He claims that this LAD is what sets humans apart from animals and is a sign of human language acquisition in comparison to non-linguistic behaviors of other animals (Subyakto-Nababan, 1992). Youngsters' language improvement isn't just impacted by neurological turn of events yet in addition by its natural turn of

events. According to Lenneberg, the child's language development follows a biological schedule that cannot be changed. When a child does not yet possess biological abilities, it cannot be compelled or encouraged to be able to teach. Then again, when A kid is organically ready to follow through with something, he isn't It can likewise be kept from instructing it. because there is, in fact, a connection between language ability and biological development (Dardjowidjojo, 2000).

The stages of a child's language development are broken down into four periods by M. Schaerlaekens. Each period's specific characteristics are the foundation for these distinctions. The periods are as follows (Mar'at, 2005): a) Prelingual Period (0–1 year old) This period is referred to as the "prelingual period" because the child cannot yet pronounce the "spoken language" in the same way that adults do. However, advancement 'creates' those sounds had begun in the weeks since his introduction to the world. As per Chaer, this advancement went through the accompanying stages following: (1). Sound caused by resonance, Cooing sound, (3). Sound lettered, (4). repeated sound of a letter, Sounds from the vocabulary (Chaer, 2003). b) The Early Lingual Period (from one to two and a half years of age) This is when a child begins to say his own words for the first time, though they are not yet complete. For instance: atit (ill), agi (again), and so on. There are still some letter combinations that are too hard to pronounce at this time, and there are also some letters that are still hard to pronounce, like: r, s, k, j, and t. This period of rapid language proficiency can be divided into three periods, namely: a). Single word sentence period (holophrare), (b). Period with two words, (c). Sentence period with more than two words (more word sentences). c) Differentiation Period (2.5 to 5 years old) The child's ability to differentiate between words and sentences during this period is striking. d) The Preschool Period (after the age of five), according to Chaer, refers to the time before the child enters elementary school. That is, they will eventually be between the ages of five and six. Education in Kindergarten Additionally, play groups cannot be regarded as schools because, by nature, they only prepare children for primary education.

Aside from dominating jargon and information in utilizing language structure and language structure, youngsters at this age likewise experience improvement in pragmatics. 2008, as stated by Akhtar and Herold (in Santrock, 2012: 265) that "children have progress better conversation, better and improved linguistic skills, and the ability to take the perspective of another person." In support of the assertions made by Geldman, Shatz, and Akhtar (in Santrock, 2012: 265) uncovers that "at the age of 5-6 years youngsters figure out how to change discourse styles as per the circumstance". Language advancement in youngsters doesn't be guaranteed to happen without help from anyone else, but created by laying out verbal correspondence with the climate. According to Bronfenbrenner's opinion (John, 2007), the environment as well as parental support have a significant impact on child development. Demonstrates that parents, as members of the family system, and the environment form a microsystem in which children, parents, and peers interact directly. Optimizing a child's growth and development relies heavily on the family environment,

particularly its parents. According to (Brooks, 1981), the upbringing, care, and education of children cannot be limited in any one direction. These three things are a part of the interaction between parents and children, a process in which both parties give each other influences and shape the child as he or she becomes an adult. It is crucial to learn languages early on because it will influence other developments. "Children who don't learn language at a young age will have many difficulties in the future". According to Ramey (John, 2007) when these troubles become part reiteration of the family framework, the kid's change endeavors are probably going to turn out to be more troublesome and costly. Thus, the family as a framework should change its capability which is versatile and responsive so long-lasting adverse consequences can be limited.

Phonology, or the system of sounds, is the process by which children learn to speak and write. Syntax, or grammar, is the process by which sentences are constructed from morphemes, or the smallest units of meaning. The semantics of language, on the other hand, is the process by which messages are understood. Each child is a member of a group that communicates through its own distinct language. In the meantime, pragmatics is one more type of language which shows whether the speaker expected to convey the correspondence. Youngsters should learn language, the family assumes a more significant part in invigorating and animate youngsters' language improvement. Even though learning activities at school try to develop all aspects of a child's development, including language development, they only last a limited amount of time, and children spend more time at home than at school.

CONCLUSIONS AND RECOMMENDATIONS

One of the potentials that children need to develop early is their language potential, because children who have strong language skills can not only succeed academically but also socially in their environment. Helping the course of language advancement in preschool kids requirements to begin with how we might interpret the youngster's reality, the kid's language abilities, factors that might impact the kid's language advancement process, and so on. Speech and mastery skills are better for students whose vocabulary is based on media series images than for students without media series images. The child becomes more interested in following the lessons and becomes more creative when it comes to telling stories by looking at the pictures that they immediately see in the media drawing series.

ADVANCED RESEARCH

This research still has limitations, so it is necessary to carry out further research related to the topic "Understanding Children's Language and Speaking Development Education" to expand the information for readers and future researchers

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