

Teacher Talk to Early Age Children Applied in PAUD Lab. Raudlatul Qur'an

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Abstract: The current age demands the skills in many ways to cope with information enhancement, which makes the need for education even higher. Consequently, the children are invited as early as possible to start learning in a formal institution such as pre-kindergarten children, or known as Early Childhood Education (PAUD). This study employs a qualitative research method focusing on how to talk with early childhood so that effective communication occurs. The technique used in this study was observation and in-depth interviews with teachers in a PAUD. In this study, PAUD teachers were selected with the category of having adequate experience in PAUD teaching at least five years. The PAUD chosen uses bilingual, namely Indonesian and also teaches the introduction of Arabic through short letter learning and prayer. The finding shows that the strategy of talking to early childhood is conveying the message by first exemplifying what the teacher asks students and as much as possible without coercion. In this case, the suggested strategies cover (1) learning attitude with verbal, visual stimuli; (2) full interaction with the proper eye contact and gestures; (3) conditioning classes to support interaction; and (4) maximizing context functions to facilitate understanding.

1 INTRODUCTION

The spread of Early Childhood Education during this decade made institutions for early childhood throughout Indonesia, especially urban areas, to experience very tight competition. This has caused the organizers of related institutions to make the curriculum in PAUD very diverse. Some focus on children's learning orientation on the cognitive side, not a few also focuses on the psychomotor side of the child. In some PAUD they have even begun to teach foreign languages to their students.

This fact brings the view of psycholinguistics in seeing this phenomenon. Communicating to children is an important thing in everyday life, the unfortunate thing is that parents interact or communicate often by commanding (Wittke et al., 2013). Meanwhile, things that might suit us well are not necessarily good for children. A child often does not have good communication with parents, and has no harmony in interacting.

It is important to study the strategy of speaking in early childhood, because parents play an important role in the development and quality of the child's growth and development. Therefore, parents need to

cultivate the right attitude in establishing effective communication. In terms of speaking, it is also very important to pay attention, whether using a soft, gentle, or loving tone.

There are still not many studies exploring the strategy of talking to early childhood, this is very important in everyday life, remembering small children like blank paper, they are very easy to enter anything, we can give an example, can teach anything, or can change it into any forms

The urgency of studying the strategy of talking to early childhood is expected to be used as consideration for parents, teachers and those who interact with early childhood so that good communication can be achieved (Bedore et al., 2011). Accordingly, the focus of this study is to describe how the strategy to speak to early childhood appropriately.

2 THEORETICAL REVIEW

2.1 Child Language Development

There are at least three major streams in the theory of child language development, namely nativism, behaviorism, and cognitivism. Nativism argues that the development of language in children is just a biological gift that occurs without the influence of the surrounding environment, according to Chomsky language with its complexity is something that is genetically inherited (Chaer, 2015).

Behaviorism is the opposite of nativism, which is that language development is strongly influenced by the environment because language has a very complex structure and has certain rules, so that the child will not be able to string his own language without examples from others or the environment (Chaer, 2015).

Whereas the view of cognitivism argues that the development of language comes from cognition. So that maturity and cognitive development are in line with the development of language, especially in children (Chaer, 2015).

2.2 Talk/Communication Strategy

Early childhood has unique characteristics. They always think real and trust what they see directly than they hear (Andrianto, 2011). In early childhood education (PAUD) the teachers cannot force children to follow instruction, instead of following their needs, because in psychological terms the children are still in the playing phase. In learning, what must be prepared is learning media, which are educational toys (Justice et al., 2009).

When a child behaves negatively, he does not need scolding or critics, but he requires a deep understanding of what does and dongs in simple language. In communicating to early childhood, the main thing to do is to take their heart. When in communication the child produces speech errors, they need immediate modelling as the correct pronunciation (McLeod & Harrison, 2009). Imitating the error is not correct, for example: *Lali - lali* the correct word is *lari-lari*.

2.3 Early Childhood (Developmental Psychology)

For parents there is no amazing thing other than watching the development of the child in saying words, to become a complete sentence in a short time. At the age of 2.5 years to 5 years the child has the

ability to convey short words or sentences and almost all the words they convey are in accordance with good grammar (Nicholas & Geers, 2006). When viewed from the point of view of quality and quantity, it is more advanced or better in its development. Experts argue that early childhood is in the golden age or called (golden age), they are generally still sensitive and sensitive in observing the people around him (Putra, 2018). The influence from their surroundings has an impact in child's language development (Schmitt et al., 2011).

Generally PAUD children do not want to be ordered, or do not want to listen, they tend to follow or imitate what they see from the teacher. For example, when they were taught hadith, لا تغضب فلا كالجنة, when they were in school they tended to be lazy in following, but when they were at home, they found their parents angry, they immediately practiced or issued the hadith, this was conveyed by most parents who told teacher at PAUD school.

2.4 Previous Studies

Previous research raised the assessment of parental student coping strategies for early childhood problems (Wijayanti & Ramli, 2018). The study used descriptive qualitative methods, namely by case studies using the Miles & Huberman model analysis technique and conducted in seven schools in Malang City 9 Cluster 9. The findings of this model are coping strategies using (1) problem focused coping and (2) emotionally focused coping through first problem review. The conclusion is that a model of coping strategies for early childhood is needed by children as capital to deal with stress and as a solution to solve problems experienced by children.

Another study discusses the effect of parental stimulation on language development in toddler-age children in PAUD Asparaga Malang (Andrianto, 2011). The experimental study took a sample of 30 children. The result after being given stimulation by parents, children's language development increased significantly.

From some of these studies, further exploration is still needed on how to model the right strategy to foster early childhood language development in PAUD institutions through teacher talk. Therefore, this study focuses on the purpose of obtaining a description of the speech strategy model and the choice of words for PAUD teachers.

3 METHOD

This research was carried out using qualitative research, because to know about certain topics, the technique used in this study was observation and in-depth interviews with teachers in a PAUD.

In this study, PAUD teachers were selected with the category of having adequate experience in PAUD teaching which was shown by the minimum teaching period of five years. The PAUD chosen is PAUD that uses bilingual, namely Indonesian and also teaches the introduction of Arabic through short letter learning and prayer. Therefore PAUD Lab was chosen. School Raudhatul Qur'an.

4 RESULTS

From the results of observations and interviews obtained a description of the four main strategies in communication with children in PAUD.

4.1 Learning Attitudes with Verbal, Visual Stimuli

For example, learning for PAUD children to be good in class is by inviting children to sit neatly, "sitting neatly". This is the initial stage of learning preparation to facilitate communication and subsequent interaction. Verbal stimuli in the form of effective command sentences consist of short sentences so as to facilitate the child's understanding. Verbal stimuli must be pronounced with perfect and clear articulation. Emphasis on the word sitting and neat helps both phonological and semantic acquisition processes. Verbal stimuli will not be effective without visual stimulation. In this case, as a teacher from observations always shows faster visual stimuli, for example, in practicing a neat sitting before asking for a neat sitting child.

Verbal stimuli in early childhood have several characteristics. From the observations, the words chosen by the teacher are generally very short, repetitive and with simple vocabulary. When talking to some children who seem to talk more, the teacher can reply to conversations with more complex vocabulary. The choice of words is in accordance with the results of a study which states that talking about early childhood teachers or caregivers is more effective if using a simple pattern rather than using a word choice that is not familiar to children (Jessup et al., 2008). This does not mean equating with the way

children talk (baby talk) but adjust to their cognitive level (Kaye, 1980).

4.2 Full Interaction with Proper Eye Contact and Gestures

When communicating with early childhood requires full interaction involving children as individuals, not partial communication that places children as members of a group. A PAUD teacher cannot provide a single instruction for all children at one time. In early childhood, full interaction is needed so that the child understands that an instruction is directed at him. This is because the interaction is accompanied by the right eye contact and gesture.

Children need full attention so that when speaking cannot be interspersed with other activities, such as talking while using a gadget. This behavior is certainly not allowed when in class. When the child sees the teacher using the cell phone in the classroom, his attention will shift to the gadget so that the intention of the interaction will fail.

Research states that early childhood is more interested in objects that are carried than looking at the subject who is talking (Estigarribia & Eve 2007). Therefore, the object brought by the teacher needs to be used to reach the attention of early childhood, namely as a bait to start speaking. After that, verbal stimuli and gestures were developed to provide information related to the object. This is where the joint attention is created so that a conducive conversation can be achieved and persisted so that the interaction takes place smoothly. As for the PAUD teachers observed, the objects brought to open communication in the classroom were very varied, such as dolls, finger puppets, cards, props, picture books, and various toys.

Proper gesture is done for example by lowering the body so that the position of eye contact is parallel to the child. When appreciating children's learning, thumb gestures strengthen the praise. If you show rejection it can also be accompanied by a disapproving expression, shaking your head or shaking your palm. Eye contact, gestures and facial expressions are more easily captured as visual stimuli that support full interaction

Facial massage is a communication factor that is no less important in the model of talking with early childhood. Based on observations during the classroom interaction process, the teacher relies heavily on facial expressions to support the delivery of material and speech messages. Expressive facial expression is the optimal exposure for child pragmatic acquisition. Here the child will learn to

read the face or understand the emotional expression emanating from the expression on the face (Cabell et al., 2011). Research shows that the ability to read emotional expressions from facial expressions correlates positively with early childhood social skills (Sullivan & Lewis, 2003; De Rosnay, 2014; Riquelme & Munita, 2017).

4.3 Conditioning Classes to Support Interaction

The interaction in early childhood classes is very different from the interaction model in kindergarten, elementary, and even junior high school students. Class conditioning is very important to facilitate communication. Examples of conditioning are limiting the number of children in one class and involving more than one teacher. With team teaching such as this can be managed the task of delivery and attention to the behavior of children in the classroom.

4.4 Maximizing Context Function to Facilitate Understanding

Speech context is very important in supporting children's understanding. For example, to teach about reading prayer, it cannot be done by forcing children to sit quietly and start reading prayers. The teacher needs to maximize the speech context, for example by inviting to listen to the story (Tyler et al., 2014; Handayani, 2013). When the stories begin with media such as hand puppets, picture books, puppets or other, children will understand the context of storytelling (Antoniazzi, 2011). Without being forced, the child will sit quietly and be ready to listen. Prayer reading is inserted in the context of the fairy tale.

Another example is the application in the real context, which is in accordance with the child's recognition. The teacher can take advantage of the break time to teach the correct prayer pronunciation. Teachers can also use the opportunity to play pretend or play animal characters. In addition to the development of student character, the language stimuli delivered will maximize the process of acquiring children's language, both phonologically, morphologically, syntactically, semantically and pragmatically.

In the observed class, it appears that the use of the speech context is maximized through the example of teacher expression so that the child can grasp the purpose of a speech act. For example, from the words "I want to see your smile Danis" Here is exemplified how to express desires. Similarly, when forbidding to cry, substitution is used for the word "do not" by

using other words "let's smile so that it looks beautiful and handsome, if you cry, the teacher can't see her beautiful and handsome".

The speech context by giving a full pragmatic exposure in the form of giving examples of the right expressions to obtain a positive response is the teacher's efforts to manage the child's ego (Schacher, 1976; Newton & Harrison, 2018). A child's ego that is more self-emphasizing can be managed with speech patterns that utilize the context as exemplified by PAUD teachers.

5 CONCLUSION

Based on the research conducted on several teachers, namely Early Childhood Education teachers in PAUD Lab. Raudlatul Qur'an, the strategy of talking to early childhood is to convey a message by first exemplifying what the teacher asks students and as much as possible without coercion. The right choice of words in accordance with the stage of child acquisition, full interaction with the right eye contact and gestures, conditioning the child and the use of speech context are early childhood teacher speech strategy models.

It is said in the developmental psychology, that early age children experience a golden age of humans, including in their language acquisition. So their sensitivity in many ways, including language, communication and speech is very high. They tend to imitate what is before them. So, it should be as much as possible for people who communicate with them as much as possible to provide appropriate verbal stimuli to maximize the process of early childhood language acquisition.

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