

Paper Nanda dkk

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EARLY CHILDREN (3;0–5;0) ARE AFFECTED BY THEIR MASTERY OF INDONESIAN VOCABULARY THE ENVIRONMENT'S INTAKE

(Studi Paud Bustanul Athafal Kec. Singgaran Pati Kota
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ABSTRACT

This study attempts to examine and describe how parents' social position and surroundings can affect their children's vocabulary competence when learning Indonesian. Based on behaviorism theory's tenets (B.F. Skinner, 1969), which are also backed by cognitivism theory (Jean Piaget, 1954). According to this hypothesis, a child's (exogenous) environment has a significant impact on their ability to acquire a language, particularly when it comes to developing their vocabulary. Both of these strands categorically rejected Nativism (Chomsky, 1965), which maintained that the ability to speak a language is an innate and biological gift (LAD). The mastery of children's linguistic vocabulary is thought to be unaffected by the surroundings.

This study analyzes, but it also demonstrates how the environment affects young children's language and vocabulary development 3;0-5;0 at the Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City, TA. 2020/2021. The results showed that the influence of environmental intake on children's Indonesian vocabulary mastery was calculated by product-moment correlation and then used the formula: $d = r^2$. 100% obtained value = 0.49%. This means that the magnitude of the influence of environmental (exogenous) intake on children's mastery of Indonesian vocabulary is 49% and 51% is influenced by endogenous factors.

Keywords: *Early childhood education in Indonesia, ages 3;0 to 5;0*

INTRODUCTION

Early childhood education is described in Law Number 20 of 2003 Article 1 Number 14 as a coaching effort focused at children from birth to age five and a half. This is accomplished by giving children educational stimulus to promote their physical and spiritual development. The child was prepared for further education by the effort made (Maksan: 1993: 5).

According to the law mentioned above, elements of developing behavior with habituation, such as social, emotional, independent, moral values, and religion, are elements that are developed in early childhood education. while also acquiring fundamental skills like as physical motor, cognitive, and language development (Prasetyaningsih, 2013: 1).

A phase of rapid language development occurs in youngsters between the ages of 3;0 and 5;0 years. The vocabulary of the child's language grows, and the language's semantic and syntactic structures become more complex (Seefeld, 2008: 73). The achievement and success of students learning in school are greatly influenced by their command of language words. Children will have a greater understanding of words as they increase their linguistic vocabulary will have. At that age is a golden age where children have the sensitivity to imitate and imitate what is seen and what is heard in their environment (Daradjat dkk, 2004: 37).

Children imitate what they see and hear from their parents and the others around them because they are natural mimics. In order for the child to replicate what the parent says, parents frequently speak to their children in their native tongue or mother tongue, as well as Indonesian (Wahyu, 2011: 38). Therefore, one of the variables for improving children's linguistic vocabulary is the employment of concrete media and engaging games in the classroom (Oktamarina, 2017:3).

And the opposite is true if parents frequently use bad, nasty, unpleasant, bitchy, or rude language. Children will imitate all of these words. If parents constantly teach and introduce new words to their children in a family setting, this activity will have a significant or minor impact on the child's vocabulary development.

The findings of a study on the knowledge and skills of school children from 65 different nations that was done by the Program for International Student Assessment (PISA) and released in 2013. In terms of language and math proficiency, Indonesia is placed 64th out of 65 nations (Early Childhood Education journal, 2011: 197). Despite the fact that both mathematics and language are ways of knowledge, it is crucial for pupils to have these skills before studying other sciences. This phenomenon serves as evidence of how seriously lacking Indonesian education is right now. To produce children who are intelligent and capable of competing globally, the Indonesian educational system needs to undergo significant adjustments as soon as possible.

The child's play environment will also have an impact on how they learn languages. As an illustration, kids get along with their playmates at home and at school through games and other activities. In these circumstances, the child's senses of hearing, sight, and conscience are psychologically acute. The learning process is determined during this time, thus it is crucial for parents to exercise control and pay attention to these developments. giving children positive parental role models and constantly working to maximize children's potential for healthy

development Children who have access to riches will be better able to grow into contented people, communicate with their surroundings more easily, and be willing to offer and accept whatever occurs in it.

According to Law Number 20 of 2003 and the advice of other experts, it is appropriate for young children ages 3;0 to 5;0 to learn a significant amount of Indonesian language (Markus, 2017). However, when seen from the location of the school, the Paud Bustanul Athafal may be found in the Singgaran Pati District, one of the Districts of Bengkulu City, which is on the outskirts of the city. There will undoubtedly be disparities in the vocabulary knowledge of young children in the city core of Bengkulu. PAUD children in the city's core are likely to have a larger language vocabulary than PAUD children on the outskirts, according to speculation. This speculation is predicated on the notion that parents of children who are in the city center generally have a higher social family status, are more well-off, and are more educated than the parents of PAUD children who are on the outskirts of the city.

LITERATURE OF REVIEW

Children's language can be divided linguistically into two categories: first, body language, and second, speaking. Children use their body parts to communicate through body language. For instance, using facial expressions, gestures, steps, and so on. Typically, these gestures are referred to as body language. The most authentic form of a child's communication and an expression of their sentiments and desires for other people, body language is frequently performed subconsciously. With the help of body language, parents can decipher what their child is thinking and determine whether they are crying because their child is hungry, unwell, lonely, or bored at particular moments.

Speaking is one of the best forms of communication, according to the second point. Since the child was a baby, his wants could be met by using body language. But it is unable to grasp what the child is trying to say. Therefore, both infants and young children constantly try to explain themselves to others. When compared to other kinds of communication used by children before they are proficient at speaking, it also shows that speaking is the most effective way for children to communicate and encourages them to do so. Speaking to children is not only a success, but it also helps the organization reach its objectives.

Children will be able to express their needs and wants without having to wait for others by talking. the capacity for speak can reduce children's frustration caused by parents or their environment who do not understand what the child means. In addition, the ability to speak well and confidently children will be able to influence other people.

Children who talk will not only expand their already impressive vocabulary but also start to say words word for word according to their type, especially when using nouns, verbs, and numerical terms. The young youngster is now able to refer to himself by using the pronoun "I."

to refer to other persons as "you." Even young children are now beginning to critique, question, respond, order, tell, and use various types of words, etc.

It is impossible to analyze children's language development without considering the theories and assumptions of numerous linguists who have undertaken study. Three viewpoints/schools have been recognized throughout history, two of which contradict A they. One of these is the school of nativism, which contends that children's language skills should be prioritized is natural (nature). Then the flow of Behaviorism argues that children's language acquisition is "feeding" (nurture). The third stream of Cognitivist emerged from Europe which said that children's language acquisition comes from cognitive maturation (Chaer, 2003: 221).

Of the three streams in the theory of child language development, each of these theories has very strong and influential stances to this day. The first view is the establishment of Nativism (Chomsky, 1965) which argues that children's mastery of words is natural (no teaching). Nativism argues that during the process of language acquisition, children gradually unlock their lingual abilities genetically. This view does not consider the environment to have an influence on language acquisition, but rather considers that language is too complex and complicated. Language can be learned in a short time through the method of "imitation".

This opinion is founded on the first presumption, according to which linguistic behavior is inherited (genetic). The development of language is somewhat influenced by the environment. Second, language may be learned quickly; by the time they are 0;3 years old, youngsters can speak like adults. Third, the child's language environment cannot give them enough information to acquire grammar.

Children are born with a language acquisition device, claims Chomsky (LAD). This tool, a biological gift, has been programmed to list the potential grammatical items. The LAD is regarded as a physiological region of the brain that is only involved in language processing and is unrelated to other cognitive functions.

The second is in opposition to the movement of nativism above view, namely the flow of Behaviorism (B.F Skinner, 1959) which argues that mastery of children's language vocabulary is bribery (there is teaching). According to Behaviorism that the process of acquiring the first language is controlled from outside the child, namely stimulation through the given environment.

According to Skinner, stimulus from the environment helps youngsters learn how to speak and comprehend language. Language development is mostly influenced by the amount of practice that the environment offers. Children's linguistic skills are strengthened when they are stimulated in a certain context. The progression of children's language vocabulary according to this flow is from actual verbal disclosure to communicating through the stimulus-response principle and the imitation process.

A third viewpoint combines the behaviorism and nativism streams. The Cognitive School is the third perspective (from Europe). Jean Piaget, 1965), which makes the case that a child's ability to learn a language is a result of cognitive development or cognitivist. Language, according to Jean Piaget, does not a natural feature that is separate from cognitive maturity. The sequence of cognitive development determines the sequence of language development. This flow emphasizes that the complex structure of language is not something that is given by nature and is not something that is learned from the environment.

The connection between the child's cognitive development and his linguistic environment results in the development of language structure. The interactions result in the structure inexorably. As a result, since emerging is unavoidable, natural means must be used to give the structure. The first phases of a child's intellectual development are concerned with the link between cognitive growth and language development.

RESEARCH METHODS

A quantitative descriptive research design was used for this investigation. Children from Bustanul Athfal Early Childhood Education in Singgaran Pati District, Bengkulu City, who were ages 0 to 3 and 3 to 5 years old made up the research sample. Only 20 persons are listed as active in 2020–2021. Consequently, the population or overall sample study is the research sample (Arikunto, 2009: 17).

The average vocabulary proficiency and work status of parents are described by the data processing using percentage statistics (%). Next, using straightforward correlational statistics and the product moment method, illustrate how environmental intake affects word knowledge in Indonesian (Sudjana, 1992: 179).

RESEARCH RESULT

Children aged 0.5 have an average vocabulary mastery of (55.95%), followed by children aged 0:4 who have an average vocabulary mastery of (51.55%), and children aged 0:3 who have an average vocabulary mastery of (40.15%) of the ten types of Indonesian vocabulary offered to early childhood, 0; 3-0; 5 at the Early Childhood Education Center, Singgaran Pati, Bengkulu City, TA. 2020/2021. indicates that students in a lower position at the Bustanul Atraf Preschool in the Singgaran Pati District of Bengkulu City will have a better grasp of Indonesian vocabulary in 2020–2021.

The vocabulary that is most thoroughly learned by children between the ages of 0 and 3 and 5 at the Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City, TA. 2020/20201 is nouns (82.15%), followed by numerals (82%), verbs (68.15%), and adjectives (68.15%) (56.4%), adverbs (43.8%), pronouns (9.6%), adverbs exclamations (7.15%), prepositions (4.65%), conjunctions (4.45%), articles were not found in this study.

The findings of the studies mentioned above lead to the conclusion that nouns, numbers, and verbs are the parts of language that kids are most adept at mastering. Number words in position (86%--100%) are likewise very good, while verbs are in position (60%--74%) meaning enough. Nouns are in position (86%--100%) meaning very good. Adjectives, adverbs, pronouns, prepositions, conjunctions, interjections, and other vocabulary words, for instance, are still missing.

According to the study's gender-based findings, girls were better at learning Indonesian words than boys. In this study, girls had a 54.0% vocabulary mastery rate. Boys were better at vocabulary (38.05%), however. In this study, it was established that girls had a greater command of vocabulary than boys. Describes the ability of both boys and girls at Bustanul to master the Indonesian language Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City, TA. 2020/20201 is also at a disadvantage.

So, what about the research's findings if they are based on the work position of the parents? Early Childhood Education Parents' Jobs Bustanul Athafal Singgaran Pati District Bengkulu City TA. 2020/20201 varied, with parents who work as teachers mastering the average vocabulary (18.55%), farmers mastering the average vocabulary (17.33%), workers mastering the average vocabulary (13.85%), and traders mastering the average vocabulary (10.95%).

The findings of the aforementioned study indicate that the vocabulary knowledge of children varies depending on the parents' profession. In this study, parents' roles as teachers are increasingly prominent. Teachers are assumed to spend more time educating children at home, while parents create learning materials the family than parents who work as farmers, parents as laborers, or parents as traders. This means that the mastery of kotakata based on parents' employment status, both parents' work as teachers, farmers, laborers, or as swordsmen, is in a very low position.

Then, how does a child's exposure to the environment effect their command of language vocabulary? The environment, learning resources, and infrastructure in a whole family must all be conducive to learning for the youngster to have a strong command of language. Simple regression must be used to demonstrate it. Arikunto (2006) states that there are several fundamental things that should be investigated, including: The variables' relationship is expressed by the regression equation, the coefficient (r), a numerical value that indicates how closely the variables are related, and the requirement to develop a research hypothesis.

The following is the formulation of the research hypothesis:

Ha: 0 = There is a considerable impact of environmental intake on young children's vocabulary development in Indonesian.

H0: There is nothing ($= 0$) significant effect of environmental intake on children's Indonesian vocabulary mastery.

The following findings are based on the research sample of 20 respondents, which was employed as a source of study data:

Simple Calculations For Correlations

NO	X	Y	X ²	Y ²	XY
1	51	62	2.601	3.844	3.162
2	31	57	961	3.249	1.767
3	45	67	2.025	4.489	3.015
4	47	71	2.209	5.041	3.337
5	45	60	2.025	3.600	2.700
6	51	62	2.601	3.844	3.162
7	46	67	2.116	4.489	3.082
8	57	78	3.249	6.084	4.446
9	45	50	2.025	2.500	2.250
10	47	67	2.209	4.489	3.149
11	36	66	1.296	4.356	2.376
12	51	69	2.601	4.761	3.519
13	45	60	2.025	3.600	2.700
14	48	64	2.304	4.096	3.072
15	43	55	1.849	3.025	2.365
16	46	58	2.116	3.364	2.668
17	46	60	2.116	3.600	2.760
18	50	53	2.500	2.809	2.650
19	40	56	1.600	3.136	2.240
20	36	57	1.296	3.249	2.052
Σ	906	1.239	41.724	77.625	56.472
Rata2	45	62	2.086	3.881	2.824

ΣX	906	
ΣY	1.239	
ΣX^2	41.724	$r_{xy} = \frac{n(\Sigma xy) - (\Sigma x)(\Sigma y)}{\sqrt{\{n \cdot \Sigma x^2 - (\Sigma x)^2\} \{n \cdot \Sigma y^2 - (\Sigma y)^2\}}}$
ΣY^2	77.625	
ΣXY	56.472	$r_{xy} = \frac{20 \cdot (56.472) - (906)(1.239)}{\sqrt{\{20 \cdot 41.724 - (906)^2\} \{20 \cdot 77.625 - (1.239)^2\}}}$
		$r_{xy} = \frac{1.129.440 - 1.122.534}{\sqrt{\{834.480 - 820.836\} \{1.552.500 - 1.535.121\}}}$
		$r_{xy} = \frac{6.906}{\sqrt{\{13.644\} \{17.379\}}}$
		$r_{xy} = \frac{6.906}{\sqrt{237.119.076}}$
		$r_{xy} = \frac{6.906}{15.399}$
		$r_{xy} = 0,448$

The correlation coefficient is calculated above, and the result is $r = 0.448$. R value is compared to the r table with a 5% threshold of significance (0.444). $R_{count} > R_{table}$, or $0.448 > 0.444$, follows. As a result, H_0 is rejected and hypothesis H_a is accepted.

The formula $d = r^2$ is used to calculate the effect of environmental intake on children's mastery of Indonesian language; 100% attained value = 0.49%. This indicates that 51% of children's vocabulary mastery is affected by endogenous factors, while 49% is influenced by ambient (exogenous) intake.

Because a kid is born with LAD, this study demonstrates how theoretically the school of nativism (Chomsky, 1965) learns the language will expand spontaneously. LAD plays an important role in language learning. In educational psychology, children who are born carry something innate, namely heredity. Heredity without being studied by children, that potential has existed with the birth of children.

This study proves empirically that LAD/heredity contributes 51% to children's vocabulary mastery. Mastery of the child's language vocabulary will also be more perfect if it is assisted by environmental inputs whose influence reaches 49%. So, based on the theory that the three streams of Nativism (Chomsky, 1965), Behaviorism (B.F Skinner, 1969), and Cognitivism (Jean Piaget, 1954). The three streams work together/collaborate in influencing children's language vocabulary.

The three streams are supported by empirical data, which also shows that LAD, or heredity (endogenous) factors, has a significant impact on children's vocabulary development. Exogenous behaviorism by B.F. Skinner also has a significant impact on how well youngsters learn language vocabulary. The findings of this study show that Jean Piaget's Cognitivism school, which blends the two schools, is not without foundation. Therefore, it has been

established that behaviorism and nativism both contribute to how well children learn their language's lexicon.

CONCLUSION

Conclusion: Early childhood students at the Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City, TA.2020/2021, shown a grasp of Indonesian vocabulary.

1. The average level of vocabulary mastery (55.95%) among the 10 categories of vocabulary presented to young children (ages 0–3). Children between the ages of 0 and 5 have an average vocabulary mastery of 51.55%. While only 40.15% of youngsters aged 0 to 4 have mastered vocabulary. According to Nurgiyantoro's criteria (1995: 364), vocabulary mastery in early childhood education is not doing well.
2. The study's findings are based on the parents' job circumstances. At the Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City, TA. 2020/20201, parents worked in a variety of roles, including: Parents whose jobs as teachers averaged the following: vocabulary (18.55%), the work of farmer parents mastered the average vocabulary (17.35%), the occupation of working parents mastered the average vocabulary (13.85%) , the occupation of traders' parents mastered vocabulary (10.95%). When viewed from Nurgiyantoro's criteria, (1995: 364), Bustanul Athafal Early Childhood Education, Singgaran Pati District, Bengkulu City TA. 2020/2021 is in a very less position.
3. The formula $d = r^2$, which yields a value of 100%, is used to determine how much environmental intake affects children's language mastery. The result is 0.49%. Accordingly, 49% of children's knowledge of Indonesian language is influenced by ambient (exogenous) intake, while 51% is influenced by (endogenous) variables.

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