Helping language development in early ages children through home school relations

Sudarmi Mauboi[1], Pinky Mulyaningtyas[2]

[1]Sudarmi Mauboi, Jl. KH Ahmad Dahlan no 19 Kayu Putih, Kupang NTT, 85111, Indonesia
[2]Pinky Mulyaningtyas, Jln. Bulak Rukem Timur II/32, Surabaya, 60124, Indonesia
Department of Teacher Education in Early Childhood Education,
Muhammadiyah University Surabaya

sudarmimauboi@gmail.com

Abstract : This article aims to see and know the development of language in early childhood where in this case the author can find out what is the factor and what action is done to help the child in developing The development of language through school-home relations so that in schools and parents' homes, the neighborhood and educators in school can help the development of children's language so that what children get in their environment becomes a science that Useful for the growth and development of the data collection techniques used in this research is the technique of data collection and observation studies and qualitative research methods. Based on the technique of data collection and analysis, it can be concluded that the environment or school children will be able to be a factor that can be inhibited and can develop the language of early childhood so that the thing that is done is To help develop early childhood at home and school.
Keywords: development, early childhood, language.

1. Introduction

Language development in children is very important because language as a basic ability of a child will improve the abilities of others. There are four stages in a child's development: the prelinguistic stage, the one-word stage, the two-word stage, and the many-word stage. Along with the development of language, children's mastery of the system also develops, namely: phonology, morphology, syntactic, semantic, and pragmatic. The factors that influence language development are cognition, communication patterns in the family, number of children, birth order position, bilingualism. Parents/teachers should pay attention to early childhood in speaking well because speaking well to be taught to children is very difficult to mention vocabulary/pronunciation perfectly. Education needs to apply ideas to develop children's language skills, give examples of language used correctly; real activities that are strengthened by communication will continue to improve children's language skills.

Family education at home is the main education. It happens because the parent is the first adult for the child in the family, where the child depends on his life, where he expects help in his growth and development towards maturity. Thus parents are the first and foremost educators for their children. Family education is a preliminary education, which is also the perfect place of education in its nature and form. In contrast, other education centers (schools and community education centers) are further education. In family education, there are elements: holiness, love, and sincerity in dealing with children. Family education at home is the main education. It happens because the parent is the first adult for the child in the family, where the child depends on his life, where he expects help in his growth and development towards maturity

2. Material and Method

This research method uses data collection techniques used in this research are literature study and observation data collection techniques and research methods Enis data literature used is secondary data

Based on this literature research method, the data obtained are compiled and analyzed and concluded to obtain conclusions about helping language development in early childhood through

school-home relationships as what is meant by early childhood language development? Moreover, how to help the development of early childhood through school-home relationships?

3. Discussion

According to behavioristic experts, the theory of language development of children aged early, the behavioristic theory emphasizes the role of environmental treatment after the child was born. When born, children do not have any ability. Language learning must be by environmental conditioning, imitation process, and reinforcement. It means that in the life and daily life of the child in the environment he lives will know the language of the people around him because of the interaction in the environment, the child will get along with peers or in his family, the child gets much learning. Following the language that he often hears, therefore, the environment in which children live must be conducive. Parents, teachers, and people around must be able to use polite language following the child's development so that the child understands and can understand what he will follow and get stimulus in the form of habits from parents. It is also very necessary to develop early language skills.

The following is a way of how the interactions that occur between school and home can help children's language development, including social participation between parents and teachers at school, class visits, and attending school activities. These types of interactions show a series of parental involvement in the most common involvement. The following is the parent's task to help the child at home to develop children's language to start a conversation with your child by establishing eye contact and sharing the same references and then waiting for the child you to take the turn to speak, to respond to what you have said and use language that can be understood by children, use body language and show to add to the purpose of your speech, encourage children to start conversations by responding to children's comments and inevitable questions. The purpose of building school-home relationships is a good thing to facilitate the language development of children and teachers significantly must also remember the main role when building school-home relationships namely increasing teacher/school understanding and understanding of children's home/family environment, building successful communication and improve parental understanding of the class curriculum.

Also, the teacher must have interactions such as conversation because the teacher's conversation can inform what happens in the child's development every day so that parents can facilitate their language development. Parents play an important role in helping the child's development because children are together with parents every day. Therefore parents can provide developmental stimulus, besides the environment in the child's home lives also be a determining factor for the development of a child's language a good environment must adjust the language to child development so that the child's process of getting information can he process and accept well so that it becomes a hold for his future and the process of growth and development for the better.

Parent involvement refers to various possible opportunities for class participation. Parents' presence in school activities and conversations between parents and teachers facilitates learning at home to involvement in learning activities. In the participation of parents in a program to be directly involved in building relationships between home-schooling in helping early childhood development can produce the following successes: opportunities that are communicated and structured encourage parental participation and involvement. All parental participation and involvement levels are valued, and teachers are sensitive to parental needs and life situations.

An example of a successful home-school relationship can be seen from a successful program implemented in an orphanage education center where parents are invited to visit their children at preschool class once a month for one-hour book reading with a group of children, parents who come to choose a book from the class library, sitting in a chair then the child will come to join and be ready to read books together. This program is a program created by teacher-and parents or home-school relationships that work together to help the development of early childhood languages.

4. Conclusion

Some ways that can be done to help children that have been described above can be concluded that to build a close relationship between home-school, there must be interaction and cooperation between teachers and parents. They would help each other succeed in the program or plans and strategies that will be made to support children in language development. In cooperative relationships, there must also be a conversation where the teacher explores and enhances parents' understanding of their role in helping children at home. Because in addition to the children's home at school also, therefore, teachers and parents play an important role in the success language development of children and parents must also understand the curriculum in class so that cooperation and mutual integration between what has been done then to form children in increasing understanding and development of language will be easy.

5. Bibliography

[1] Early age. Journal of Gender and Child Studies. Volume 1, No. 3
[2] Hildayati, Rini et al. 2014. Child Development Psychology. South Tangerang: Universitas Terbuka.
[3] Noor, Alfu Laila. 2013. The Role of the Environment Against Optimization of Children's Language Development
[4] Otto, Beverly. 2015. Language Development in Early Children Age. Jakarta: Grenada Media Group.

Language Assessment : Observation, Examination, Diagnosis And Documentation In Early Childhood Learning

Qurrotul 'Aini[1], Nabila Fikri Irfariani[2]

[1]Early childhood education study program, Faculty Of Teacher Training And Education, Muhammadiyah University Surabaya, Sutorejo Street Number.58-60113; Surabaya, East Java, Indonesia.
[2]Early childhood education study program, Faculty Of Teacher Training And Education, Muhammadiyah University Surabaya, Sutorejo Street Number.58-60113; Surabaya, East Java, Indonesia.

[1]qurrotul.aini-2018@fkip.um-surabaya.ac.id
[2]nabila.fikri.fariani-2018@fkip.um-surabaya.ac.id

Abstract. The writing of this article aims to provide a format for the development of early childhood language assessment instruments. Which is still a problem for determining the development of early childhood language development assessment instruments. In addition, this article provides procedures for carrying out early childhood assessments that compile observations, examinations, diagnoses and documentation. The basic concept that needs to be emphasized in granting an assessment of age children is by observation using data checklists, anecdotal notes, and video or audio recordings. From the purpose of the assessment there are differences in the time of their implementation. The assessment is analyzed based on the child's language development when speaking in class, talking to his teacher or talking with his fellow peers. Knowledge assessment regarding assessment can also help teachers identify children who might need further development that refers to children's language development.

Keywords: Assessment of language development, assessment of observations based on analysis of language development individually.

1. Introduction

In the current era of globalization, language is a very important ability to be mastered well because all sources of knowledge and information are based on language. Therefore, language skills need to be developed since the golden age (golden age) in early childhood language development. When children's language skills are hampered, it is feared that children's knowledge of children's language skills is hampered. In addition, language communication tools are a way to express creativity and a means of expressing thoughts, ideas and emotions in early childhood[4] (Logan 2015) [1]. The results of thought are expressed through language so that the results of these thoughts can be more meaningful, developing and appropriate for use when solving problems.

However, the majority of language learning taught in kindergarten still uses the conventional academic method. Language development in kindergarten has so far emphasized the technical ability of reading, writing, not how to express ideas through language. In addition, the atmosphere of learning is still the teacher as the center of learning activities and is not comprehensive. Teaching strategies by many teachers are not in accordance with the principles of learning for children such as active learning by involving children in activities that see, hear, touch and manipulate.

Appropriate learning methods for early childhood that are in accordance with the characteristics of early childhood development and are appropriate can be by means of language assassination through observation, examination, documentation and documentation.

In early childhood learning, the use of this method has been widely applied in kindergarten and quite effective in helping the development of early childhood language. therefore, this article presents a review of the stages of the development process of language assessment achievement in early childhood. [1]

2. Method

The research conducted was a type of qualitative research with an observational research design, an experiment with an open interview method to find out the format of the development of early childhood language assessment instruments. Which is still a problem for determining the development of early childhood language development assessment instruments. Treatment Data collection techniques used in this study are observations that have been outlined in this report. Using this method will produce several concepts that can help find out how to give the right assessment. That way can achieve the initial goal to find out and meet the targets for developing language in early childhood. [3]

3. Results and Discussion

Data in language assessment studies in children, especially in early childhood, are taken from observations using the open interview method which produces several specifications of the stage of development.

From the results of the implementation of early childhood assessments that compile observations, examinations, diagnoses and documentation there are several concepts. Basic concepts that need to be emphasized in providing early childhood assessment by observation using checklist data, anecdotal notes, and video or audio recordings. From the purpose of the assessment there are differences in each data acquisition at each time of its implementation. The assessment is analyzed based on the child's language development when speaking in class, talking with his teacher or talking with his fellow friends. From assessment and knowledge about assessments can also help teachers in identifying children who may need further development that refers to children's language development. Assessments conducted for early childhood and kindergartens must be based on a variety of sources and various contexts. The teacher helps and accompanies the child, the funds do not escape from the parental care of the child's parents.

Early childhood is a kindergarten child in physical and psychological development and growth through intelligence through play activities in the form of play and various types of games. One of them is the development of intelligence in early childhood can be done with the activity of selecting and answering shapes, types of sizes, colors, numbers and letters. To focus on the development of early childhood language that can be done by communicating every day and providing new vocabulary to be copied by early childhood. as stated by Slamet Suyanto[3] (Suyanto 2009) that the assessment of early childhood development and right-kindergarten is a process of observing, recording, documenting the development of children's performance and the works produced by the child. (Jamaris 2005) [3]. skills, attitudes, children's work can be seen in detail in the way there is an assessment of the child's language development.

Thus, the assessment for early childhood and kindergarten is not intended to measure achievement and success in school, but to see how far the development and progress that children have done in their actions, attitudes, performance and appearance. So assessing children's progress is not to compare with each other, but to understand the development of one child with another child.

Thus the purpose of assessment for early childhood and kindergarten is the process of understanding the level of development and growth of the child's ability to continuously by collecting data through observation, recording, recording the child's behavior and documenting children's attitudes on a daily basis. [3]

Assessments conducted for early childhood and kindergartens must be based on a variety of sources and various contexts. For example, see the development of language when the child is talking to his friend, or by answering questions given by his teacher or by people around him. When viewing the child's activities, assessment can be carried out by observing the child's behavior by checklist or observation.

The size of internet access can be grouped into two categories namely informal and formal. The types of assessment categories vary from the results of information obtained. Informal assessments in early childhood are dominated by observations by documenting children in the form of checklists, anecdotal notes, and video or audio recordings. Formal assessment of early childhood is an activity that produces children's responses to assignments given by their teachers

face to face or one group to another. In schools informal assessments are often used when learning in the classroom to document the child's development of the tasks he is doing at that time. While formal assessment is usually used to check for developmental delays and diagnose or pay attention to special abilities that are difficult to develop, one of which is in early childhood language development.

a. Using informal observations to document children's language development in the classroom

In the responsibility of early childhood teachers in learning in schools that is documenting the development and learning of children and provide a curriculum that was developed and made at the beginning of entering school. A series of informal assessment techniques provide important insights into children's strengths and potential areas of development. The observation process requires observers who know what to look for, how to record the behavior, and how the behavior is explained (Bentzen 2015). [5]

Excess observations about how children use language can be done when the child is doing learning activities in the classroom. The teacher can observe children while playing alone, playing with the theme but doing their own games without interacting with each other. The limitations of observation require the teacher to have a clear and detailed understanding of what type of behavior the teacher will observe. And if the teacher does not know the specific behaviors or benchmarks that must be sought when making observations then such observations are invalid and most likely result in inappropriate decisions.

Another limitation of observation is about time because an observation sometimes only focuses on one child in assessing without paying attention to other children. This observation assessment is also potentially limited by the view of the observer who is observing at the school. Another limitation with this form of observation is that this form cannot be well understood by administrators and parents because this assessment is in the form of descriptive and does not produce assessments in the form of numbers or does not provide a percentage and level of development.

Specific ways to document observations are 1) by checklist. This checklist is made up of lists of characteristics or behaviors that are focused on an observation. 2) written notes are a form of documentation that provides more detail than a checklist. This written note focuses on the general area of language skills such as vocabulary. 3) by means of a video recording / audio communicative observation children can be stored in an audio or video recording. This recording can provide a more complete language sample because nonverbal communication and visual context can also be recorded. [3]

b. Checking the Delay of Children's Language Development

Assessment in the form of this examination can produce the following decisions (Meisels and Burnett 2015) [2]. (1) typical or general child development, no further testing is needed. (2) The results of examinations are questioned or appear to be unbelievable and the decision then made is to re-examine in different times and contexts (3) references are made to carry out additional tests that are more focused with one specialist assessment expert or more like a language pathologist, audiologist, educational psychologist, or doctor [5].

In the delay in the development of children's language has an instrument of validity and reliability checking is a valid and reliable assessment instrument that is formed during the development of the instrument assessment professionally using instruments with population examples and also through various types of statistical procedures. Validity refers to the idea that a test actually measures what is meant to be measured.

Standardized procedures for examination instruments are designed to be used in many large scale based classes and used by teachers or other specialists. To ensure the same use, the test developer established definitive procedures for assessing, evaluating, and interpreting test results.

Standards built for the interpretation of the value of key aspects of the developer of professional testing that is determining how the child's response to the assessment and interpretation of the work done. Language inspection instruments typically include a series of stimuli, such as pictorial objects or objects used to obtain certain language responses.

c. Diagnose Children's Language Ability in Specific Difficulties

The results of the examination are the identification of children for further assessment. When this happens, children are referred to specialists who then carry out diagnostic assessments. The purpose of diagnostic tests themselves usually requires more time to be managed and involves several different sub-tests that focus on specific areas of development. Diagnostic tests have been developed through extensive field testing and statistical measurements. The validity and reliability of this test has been determined and special procedures are established to manage, assess and interpret the value using standard data.

Diagnostic tests assess several areas of development in cognitive function, language, quantative concepts, physical motor development, and social development. For example, for children aged 2 years, 4 months to 8 years, 7 months and involve sub-fields in the following areas: oral, attainment of children's understanding, quantitative, cognitive, memory, and motor skills. Gessel Preschool Test is intended for children aged 2 years, 6 months to 6 years, 0 months and includes sub-fields in the fields of motor, adaptive, language, and personal-social.

(Brigance, Cohen and Spenciner 2015) [2].provides detailed information on child development from birth to age 7 with special sub-tests covering speech and language, general knowledge and understanding, social development, and emotional, basic reading and writing scripts [4]. In taking the time to review diagnostic tests, they are provided as an example by determining aspects of language knowledge attached to certain test questions and noting whether receptive or expressive language involved with the potential value of certain assessments can be identified.

d. Using Portfolios to Document Children's Language Development

At the level of early childhood education, language development portfolios are usually compiled from informal assessments and are formative in nature. Because informal assessments and examples of children's work are added to the portfolio during school life, changes to children's language are clear. For example in kindergarten class mother Lyon Lyon portfolios are used to organize examples of early children's writing during school period. Along with these examples, Ibu Lynos adds anecdote notes and child comments or dictation of stories by children.

Using portfolios to organize a number of assessments of receptive and expressive language development provides a broader understanding of children's development compared to only one or two assessments. The type and amount of material included in the portfolio must be determined at the beginning of the school year, and the system must be established to organize the portfolio and also in each portfolio. [5]

First grade teachers need to identify which language goals should be in the early childhood curriculum for the coming school year. Then the assessment size can be chosen to meet the specific language. Assessments conducted in the first part of the new school year can be used as basic preliminary information for planning specific curricular activities.

e. Sharing Assessment Information with Parents

In the family environment, parents must also understand the informal assessment used to document children's development and learning. But if the teacher submits the assessment to parents, the teacher must also avoid language that is too technical or diagnostic too early. in assessments at school teachers must make recordings and videos of assessments conducted by their teachers in class so that parents can observe and listen to language spontaneously and respond to children.

Parental observation of children's language at home can make a valuable contribution to overall understanding of language development assessment. Some teachers use a questionnaire or checklist specifically intended for parents to get more information about children in the class. This questionnaire is focused on children's activities at home and filled in by the child's parents or guardians. [6]

4. Conclusions

In this article assessment of language development is an important part of early childhood education. In this discussion teacher assessment can understand the strengths and limitations of certain types of assessment will be better able to use assessments to create classes and learning activities that are appropriate and know how much the child's language development at that time.

5. Acknowledgment

6. References

[1] Bentzen. 2015. "Language development in Early Childhood." In language development in early   childhood, by Beverly Otto, 103. jakarta: 1985.

[2] Brigance, Cohen, and Spenciner. 2015. "Language development in Early Childhood." In language development in early childhood, by Beverly Otter, 423. Jakarta: 1991 & 1994.

[3] Jamaris 2005. "Implementation of Assessment (Assessment) of Early Childhood Education in Indonesia." http://staff.uny.ac.id 1-18.

[4] Logan 2015. "Analysis of Early Childhood Language Development Achievement in Learning Activities with Learning Based Resources Methods." Edited by Dadang Kurnia, Mohamad Taufiq and Endah Silawati. Journal of Analysis 5: 61-69.

[5] Meisels, and Atkins Burnett. 2015. "Language development in Early Childhood." In language development in Early Childhood, by Berly Otto, 417. Jakarta: 2005.

[6] Suyanto, Slamet. 2009. "Implementation of the Indonesian Early Childhood Education Assessment." Edited by A.M Yusuf. http://staff.uny.ac.id 1-8.