

Analysis of Speaking Proficiency in Children Aged 2-5 Years at Kelas Berenang Karawang Institution

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ABSTRACT

Early childhood has several aspects that need to be developed to be able to improve cognitive and psychomotor development. One of these aspects is language proficiency. At the age of 2-6 years is the golden age which is the age of children in the early days of their life in the world. This age is at the best development for the child's physique and brain. Similarly, speaking skills need to be trained from an early age in order to form more appropriate speaking skills. This research is a qualitative research conducted by reducing data, presenting data and drawing conclusions. The results of this study show that early children between 2-3 years still speak using syllables or final spoken words, while early children aged 4-5 years who have begun to enter preschool have begun to be able to form words by displaying morphemes, and syntax.

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1. INTRODUCTION

Ability is a speaking skill as an ability in a certain field which is also the result of an effort or practice [1]. Ability refers to cognitive measurements of a person or child and can be developed and trained accompanied by optimal conditioning. This means that abilities are potentials that exist in aspects of a person's development and are obtained genetically in an effort to practice [2].

The word to speak is a derived form of the basic word to speak and the addition of a prefix with a prefix means to do, while the root of the word to speak has a meaning to think. In the mind or brain, which starts from input that is understood and then stored in memory [3] To produce or produce utterances, the words stored in the memory are looked for again and then spoken or written. The words that are spoken or that have been written are called output. This process gives rise to the concept that what we have said is what we express in thought [3]. In studying the sounds of language, the process of their formation and change. Phonology examines the sounds of language in general and functionally. The term phoneme can be defined as the smallest unit of language that is functional, meaning that the phoneme unit has the function of distinguishing meaning. This phonetic study is mostly divided into classifications of Indonesian sounds called

aggressive sounds [4] The development of speaking in children's language patterns starts from birth to the age of 5 years specifically children have acquired thousands of vocabulary, phonological and grammatical systems and rules the same complex to use the language they get reasonably deep many social backgrounds [5]. There are several aspects of early childhood development that must be developed including aspects of the development of religious and moral values (NAM), language, cognitive, social and emotional, physical motor and art [6].

These six aspects of development are related to each other so if there are obstacles from one aspect of development it will affect other aspects of development. These six aspects of development are important aspects that must be considered in order to develop optimally. Children's language development [6]. Similar to Montessori's opinion in Suyadi (2010), when children learn language through adult interaction, children not only "learn" the editorial words and sentences but also the structure of the words and sentences themselves. Most of the patterns of children's language development can only be obtained by children through conversational interactions and dialogue with adults. It is this activity that can make children acquire language models, broaden understanding including expressive vocabulary and motivate children to interact with other people or social life [7].

Three-year-olds begin to use complex sentences of three to five words. They try to compose sentences to convey to others even though they sometimes sound awkward. This awkwardness naturally occurs because the child is in the learning stage. As time goes by and the experience of observing other people, children will learn to position words in a sentence [8]. The vocabulary that three year olds can understand reaches 900 words [8]. This achievement is a fairly fast rate of mastery considering that at the age of two it is only around 200-300 words. This increase in new vocabulary is not only because children learn new vocabulary, but also because they learn the meaning or meaning of old vocabulary that has been stored in their memory. For example, when a child uses the word mother, he also sees that his friend calls him mama. Children know that calling mama is also meaningful call for mom. The speaking ability of three-year-old children can be observed when children tell stories about something. They use real and imaginary terms simultaneously [8].

There are things that are impossible to do in the real world told by children. For example the sentence "Yesterday I saw a cat flying over the house". Children think these events are real but they tell stories with flying imaginations. Thus, according to Sumaryanti (2017) in social life and child interaction, language is very necessary in communicating [9]. The basic thing that children must have in communicating is language. This is important in child development because through language a child can communicate with the people around him. With language, children can convey what they want to convey so that the other person can understand and understand the meaning of the child's speech [10]. Not only that, the provision of training through experience must be carried out systematically and programmed through a model that you want to develop [11]. This study aims to analyze the speaking skills of early childhood from 2-6 years of age. With the aspects studied in it regarding aspects of pronunciation, aspects of vocabulary development, aspects of sentence formation, aspects of speech content, and aspects of courage, aspects of fluency and aspects of expression and children's movements. The formation period in children can be influenced by genetic and environmental factors Children are reliable imitators, this imitator's nature is formed from the results they see, feel and follow what children pay attention to in their environment. This is because early childhood does not yet know what is right and wrong, what is good and what is bad, and what is inappropriate about something. Thus this study needs to be investigated to give attention to adults so that they can pay more attention to children more closely in language [9].

2. METHOD

This research is a qualitative form of research to obtain in-depth data on a problem. This research was carried out by reducing data, then presenting the data and drawing conclusions. This

research was carried out at the *Kelas Berenang Karawang* Institution held in January-April 2023. The research subjects were the Swimming Class members at the *Kelas Berenang Karawang* Institution, totaling 32 students, while the research objects This is the speaking ability of children aged 2-5 years. The data collection technique in this study was observation to obtain data related to the speaking skills of children aged 2-5 years at the *Kelas Berenang Karawang* Institution.

3. RESULTS AND DISCUSSION

This study describes the speaking skills of children aged 2-5 years, namely:

1. Speaking Proficiency in Phonological Aspect

In the aspect of pronunciation, the researcher transcribed the data in phonetic form. This is done to describe the utterances expressed by the child. Furthermore, the data will be written down to show the utterances uttered by the subjects of this study, namely children aged 2-3 years.

a. In pronouncing the alphabet from A-Z, children aged 2-3 years generally still have difficulty pronouncing words that have difficult letters and tend to have the same as the letters b and d, m and n. l and r, c and 5, a and i, and v and w. For example in the words [six] and [eman] for children aged 2 years who are just starting to speak they will find it difficult to pronounce the word six and tend to say it with the word eman. Variants of a phoneme that do not differ in meaning are called allophones. They are said to be allophones because the letter [n>] is a consonant that cannot be separated or nasal. In pronouncing the letter [n] uses the tip of the tongue that meets the roof of the mouth, so that the sound produced closes the airflow out through the oral cavity and results in an emphasis when pronouncing it, while the letter [m] is a loose consonant that sounds without any stress because meeting of the two lips. The sound of the letter [m] tends to be soft because when it is articulated it is not accompanied by tension, so it is not difficult for children aged 2 years to pronounce the letter [m].

b. In pronouncing the letters [r] and [l], for example in pronouncing his name [yasir] becomes [yasil] The letter [l] occurs because the larynx vibrates accompanied by a quadrate tension, while the letter [l] is a consonant that sounds soft because when it is articulated it is not accompanied by tension. The form of the pronunciation is also easy, that is, the tip of the tongue meets the tip of the upper teeth so that nothing is there emphasis on pronunciation.

c. In the pronunciation of the letters [g] and [j], for example in the following conversation [ij] [the toothbrush was not brought] [atoh] [yes, it fell yesterday]. In this conversation, a 2-year-old child utters the word [i], which should be [teeth]. The letter [g] is included in a consonant that has a hard sound, because the articulation experiences tension in the currents. The letter [g] is a dorsovelar consonant, which is a sound produced by the vocal organs of the base of the tongue and soft palate, causing a vibrating sound at the base of the throat.

2. Speaking Proficiency in Morphological Aspect

a. Children starting to speak between 2-3 years tend to say syllables that are at the end of words more often, such as when asked the question [Manda, fasting or not?] [asa] [did not eat breakfast last night] [aur] [what time was sahumya] [seven o'clock] In the conversation, it can be seen that early childhood children who are just starting to speak will have difficulty when they meet words that have two or more syllables as in the word [fast] which has three syllables namely [pu] [a] [s.a.]. in the word [sahur] which has two syllables [sa] [hur] and word [seven] which has two syllables [tu] [juh], it is different when he mentions a word which has only one syllable as in the word [jam] . In contrast to children who are already fluent in speaking at the age of 4-5 years they can already speak using two or more words, not syllables anymore. The same conversation was carried out to Kiana, a 5-year-old member of the SWIMMING CLASS, [Kiana, fasting or not?]

[me, fasting at school] This sentence shows that preschool-age children can say more than two words. no longer pronounce words only with syllables.

b. In children aged 2-3 years, the data above shows that they do not yet have morphemes that obtain affixation, in fact many morphemes are only partially pronounced such as /atoh/ /asa/ /aur/ /ujuh which should fall on the fast/ /sahur/ and /seven, whereas in children aged 4-5 years, morphemes that acquire affixations have begun to appear, as in the conversation between the researcher and Kiana. He can already put prefixes on words [at school] and suffixes on words [fasting], then the following is a conversation with children aged 4 years with their friends [this can make taro drink] [drinking lots of water], he is also able to give affixes at the end of words [he drinks] Besides that, for children aged 5 years they can actually have a complete morphological arrangement as in the following conversation [already exploded]. Children aged 5 years can already use words that have nasal affixes as in the word [explode] /nasal//blast, then in the sentence [saamya nyelam] there is the suffix /- nya//nasal//selam/

3. Speaking Proficiency in Syntactic Aspect

a. In children aged 2-3 years, the acquisition of Indonesian in this syntactical aspect still has several errors, which include phrasal errors, clause errors and sentence errors.

[sick] [don't want to wipe]

From these data, the speech uttered by Andaru aged 2 years, there is a phrase error, namely an incomplete phrase as in the word 'akit nih that should be "this hurts. The error includes an incomplete working phrase error because the word structure is incomplete. In addition, the word it also only reaches the form of a phrase not a sentence because it does not have a grammatical pattern of language. If the sentence becomes 'Andaru's hand hurts then there is an S-P pattern that can make the word a sentence. Likewise mistakes in not wanting to wipe' which should not be wiped clean The statement do not want to lap has removed the preposition /di/ as a complementary element to clarify the verb. The second sentence already shows the S-P pattern even though it does not have the preposition /di/ which can make the word 'lap' a verb or predicate. a proof that the child's competence in his first speaking skills has been obtained even though it is still in a simple form.

[there's a plane] [watch out for his head getting exploded] [watch out for a warboat]

In this data, it is the speech of a 5 year old child, the child begins to produce single sentences with a P-O pattern. S-P-O. and P-O. Even though there are still a number of ungrammatical words, the sentence construction by 5 year old children is still influenced by their imagination, as can be seen from the words 'there was a plane but no plane was flying by. In addition, the grammatical arrangement is not correct, the plane should refer to an object in the form of a plane or if there is a plane, it is a notification that there is an airplane passing by. Then in the next sentence 'watch out for the head being hit by an explosion' has a grammatical structure P-S-P-O the sentence is not coherent because there is a predicate in front of the subject. At the syntactic level, the predicate cannot precede the subject, so it should be an explosion alert, which means to tell someone to be careful or to have their head hit by an explosion, which means to tell someone that someone else's head was hit by an explosion. Furthermore, in the sentence 'watch out for war boats' it shows the grammatical arrangement P-P-O, the sentence does not have a subject at the beginning of the sentence. Sentences must have at least one subject and one new predicate that can be said as a sentence, so the sentence should be 'there is a warship that informs that warships are passing or' watch out for warships which informs that one must be careful because warships are crossed. As they get older they will be able to develop their speaking skills in a more complex form

and in accordance with the prevailing context. This is because the variations in language acquisition in children are very diverse.

4. Speaking Proficiency in Semantic Aspect

From the results of this study, children aged 2-4 years use a lot of denotative meaning, namely the natural meaning of words and have a general meaning. This meaning also contains the word objectively, or what it is. Thus, the meaning formulated for the first time becomes the basic meaning for speaker of the word. However, as they get older they will begin to acquire a child's language which has continuity characteristics, has a sequence of units, which can move from simple utterances to more complex word combinations. Children aged 4 years and over will begin to understand the meaning of nouns and verbs, although they still go back and forth in placing them as sentences such as 'mama is the one who should have eaten'.

Children's speaking skills will be obtained as the child gets older so that children will go through every aspect of language according to their age range. To arrive at the semantic aspect stage, children at the age of 4 and above can only start grouping words related to the semantic field. During this period of prelinguistic development, children will develop their self-concept. Children will begin to distinguish themselves from others. However, at the first stage they were only able to collect the names of objects and people that he knew.

4. CONCLUSION

The conclusions obtained from the results of the study Analysis of Speech Proficiency in Children Aged 2-5 Talum at the *Kelas Berenang Karawang* Institution Factors that cause babies to experience speech delays include different and common factors, and each baby has a unique combination of these factors. Factors that can cause delays in children's speech are the factor of inaccurate vocabulary pronunciation, lack of knowledge in recognizing colors and letter shapes. A child gradually recognizes numbers and letters even though his pronunciation is still not quite right and has a short tongue background as well as deficiencies in family history. On the other hand, the factors that affect children's development are the level of interaction, communication and stimulation they receive and mastery of their short tongue. The influence of parenting styles as parents with children, children's habits of playing alone and children's habits in watching TV and using gadgets. There are several similar factors that contribute to speech development, one of which is the background in the short tongue pronunciation vocabulary

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