

Analysis of Early Childhood Language Acquisition Development Methods 5-6 Years Old

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Abstract: Early childhood education is a very important foundation in shaping children's physical, social-emotional and language development. Language is a fundamental aspect that greatly influences the overall growth and development of children. Without strong language skills, children cannot perform their daily activities optimally. This study aims to describe and analyze the method of developing language acquisition in children aged 5-6 years at Graha Asri PAUD in Kendari City. This research uses a descriptive qualitative approach, with data collected through interviews and direct observation in the classroom. The results showed that language acquisition development methods in early childhood are very important to support the growth of communication and language skills. Graha Asri PAUD applies various methods in language learning, including storytelling, conversations, questions and answers, role-playing, and singing. These five methods have been proven effective in developing children's language skills. Therefore, these methods are considered efficient and relevant to continue to be developed and applied in early childhood education practices.

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INTRODUCTION

The challenges of education in the era of a society that already requires education in Indonesia must be more advanced. Early childhood education is a milestone in laying the foundation of education in order to create a generation that is qualified and able to keep up with the times. Language is a means of communication and interaction that can build a wide network. Early childhood education is a form of education that focuses on laying the foundation towards physical growth and development (fine and gross motor coordination), intelligence (thinking power, creative power, emotional intelligence, spiritual intelligence), socio-emotional (attitudes and behavior and religion) language and communication, in accordance with the uniqueness and stages of development passed by early childhood. Lexically, early childhood is a term for children aged 0-6 years. Normatively, a child is defined as a person born up to 6 years (Abubakar, 2023: 1).

The aspects of early childhood development according to “Regulation of the Minister of Education and Culture Number 137 of 2014 concerning national standards for early childhood education are: religious and moral values, physical-motor, cognitive, language, social-emotional, art.” According to Laily & Naqiyyah (Dwi & Sri, 2023) language is an effective way of creating social interaction. Ilham and Wijiati argue that language skills consist of 4 parts: speaking, listening, writing and reading (Dwi & Sri, 2023). According to Santrock (Azizah & Dewi, 2021), “language is a form of oral, written or sign communication based on a system or symbols. Language is a means of connecting or communicating between members of a society consisting of individuals who express their thoughts, feelings, and desires. Language is called a connecting tool because it can help in communication with each other. Language development methods are ways used by an educator in the learning process which contains a series of activities designed to achieve learning objectives. Educators need to choose the right method to carry out the learning process in early childhood so as to create effective and efficient learning.

According to Ana Widyastuti (2018), based on research that has been conducted that children's language development is developing as expected and some children are still not developing as expected. According to Umi Setianingsih and Indrawati (2022), the language development strategy in their research still has obstacles related to several facilities and infrastructure that are less supportive. Based on existing information and current conditions, it is necessary to conduct research to explore or examine how methods are applied to develop children's language at Graha Asri PAUD. In a teaching and learning process there are methods used in developing children's language. The right method in developing language can attract children's interests and talents so that learning objectives can be achieved. Therefore, educators need to choose the right language development method in implementing learning strategies in the classroom.

Some children still have difficulty expressing themselves through language or communicating with others. Language is a very important aspect for children's growth. Children will find it difficult to interact with others and understand the intentions received or conveyed without using language. Language plays an active role in children's lives. Based on this information, this study is entitled “Analysis of Early Childhood Language Acquisition Development Methods for 5-6 Years Old at Graha Asri PAUD in Kendari City”.

METHOD

The method used in this research is descriptive qualitative analysis method. It is said to be descriptive because in this study it describes data based on facts objectively, in accordance with the data found. It is said to be qualitative because in explaining the concepts related to each other, it is done using words or sentences, not using statistical numbers. The approach used in this research is ethnography. An attempt to describe culture or its aspects is called ethnography. The purpose of ethnographic research as described is also to understand what its adherents may not realize exists and present it to readers or others to learn (Irawan, 2007).

In this research, the research instrument is the teacher. Observation guidelines as an observation tool to identify, observe the process of running teaching and learning activities, interview guidelines as tools or guidelines for conducting interviews. The data collection technique used to obtain data related to this research is the observation technique used to explore data regarding the application of the method of developing children's language acquisition, the conditions of teaching and learning activities for children, the facilities available and find data on the impact of the methods used on the development of children's language acquisition. Data collection in this study is by using participative observation techniques which means that it is directly involved in the classroom learning process to find out how the process of implementing language development methods and children's responses to the learning process as a source of data in the study. Interview is a meeting between two people to exchange information and ideas through questions and answers so that meaning can be constructed in a certain topic (Esterberg, 2002). The data analysis technique used in this research is Spradley's data analysis technique, namely domain analysis, taxonomy analysis, componential analysis, and cultural theme analysis (Spradley, 1980).

RESULT AND DISCUSSION

Table 1. Table of Language Development Methods

Domain Analysis	Taxonomi Analysis	Componential Analysis	Description	Theme Analysis Cultur
Story Teling Method	Picture storyr Flannel board	Loose Pictures	Not yet	Storytelling with books or pictures Not yet using flannel board
		Pictures in book	Already	
		Picture series	Not yet	
		Letter recognition	Not yet	
		Animal name	Not yet	
		Number recognition	Not yet	
	Puppets	Concept of means of transportation	Not yet	
		Hand puppet Finger puppet	Not yet Not yet	Not yet using puppet media
Convers ation method	Teacher with child	Teach children to empahize	Already	Have conversations between teacher and child, child to child
	Child to child	Teach polite vocabulary	Already	
		Practice talking in turns	Already	
		Chat often with child	Already	
		Listen to the child Give balanced verna and nonverbal messages	Already Already	
Question and answer method	Spontane ous question	Questions should be addressed to all children	Already	Spontaneous and subject-based questioning

	and answers	Questions should not go beyond the development material	Already	
	Questions and answers based on the subject matter	that has been taught Questions cover and represent the objectives to be achieved		
Role play method	Doctor role	Improve listening and speaking skills	Already	Role play with the role of doctor, police, teacher, pilot & driver
	Police role	Improve children's creativity	Already	
	Teacher role	Increase children's interaction in the classroom	Already	
	Pilot role			
	Driver	Helps children socialize	Already	
Travel method	Factory	Acquire real knowledge	Already	Traveling in agro-tourism and firefighting
	Zoo	meaningful and comprehensive life		
	Museum			
	Hotel	Find answers to problems or questions by seeing, hearing, trying and proving themselves	Already	
	Agritourism			
	Orphanage			
	Fire department	Develop literacy skills	Already	
Singing method	Farm	Foster creativity	Already	Graha Asri PUD uses the singing method during the learning process and it is effective to be applied
	Plantation	Broaden horizons	Already	
	The teacher choses a song to sing	Helps children remember and understand the subject matter	Already	
	The teacher invites the child to follow the body movements	Helps children channel their emotions	Already	
		Helps children add vocabulary	Already	
	The teacher repeats the song at least three or four times	Help children develop thinking power	Already	
		Helps children practice gross motor skills	Already	

Singing according to the theme	Heps children build self- confidence
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Graha Asri PAUD starts learning at 08:00 with opening activities, core activities and closing activities. Opening activities usually begin with greetings, greetings, prayers, conversations, questions and answers and singing. Core activities are carried out with teaching and learning activities with a predetermined theme, including movements and songs, writing, reading, counting, activities related to the theme, painting, coloring, learning while playing and others. In the closing activity, children are invited to reflect on the lessons that have been obtained through questions and answers, conversations. The lesson is closed with songs, prayers and greetings. The language acquisition development methods are as follows:

Storytelling Method

The storytelling method is according to Ariani and haryono (Merawati & Mayar, 2021) the storytelling method is one of the effective methods for learning. This method is favored by children, teenagers, and even older people. In addition to providing knowledge and examples that can be applied in everyday life, and stories are also very entertaining (Pratiwi, 2016). Graha Asri PAUD has implemented the storytelling method with picture story media in books. The storytelling method is one of the effective methods used in developing vocabulary, developing effective sentence construction and children's language. Storytelling is an interesting thing that can bring children to the imagination in accordance with the story being told. Storytelling techniques also require the right way so that the stories children hear are not boring. Children like something new. Storytelling methods with the same model continuously can cause boredom for children.

Storytelling methods not only use stories in picture books but also storytelling with loose pictures, series pictures, storytelling using flannel boards and storytelling using hand puppets and finger puppets. The only storytelling method used by Graha Asri Preschool is storytelling using picture books. Graha Asri Preschool B conducts storytelling activities using book/image media such as telling about trees or fruits through pictures, storytelling through picture books for children. Storytelling activities are carried out to develop children's language such as listening and listening to stories, developing children's vocabulary and teaching children to express language by retelling stories heard and practicing composing sentence patterns that are spoken. Examples of stories listened to by children are monkeys and turtles. In addition, children also get a mandate from the story that children are not good at bullying their friends. The storytelling method is one of the effective methods for children. Not only is storytelling interesting, but it is also fun for children. In group B of Graha Asri PAUD, using the storytelling method is quite effective because by telling stories, children can listen to stories or tales told by the teacher. Some children are quite focused on listening to the story and children are able to listen and retell what they hear.

When applying the storytelling method there were two children who did not focus and took their own activities. The factor that causes children to not focus on listening to the story is the boredom of the children because the teacher tells the story less interestingly and does not use media. When the children did not focus, the teacher tried to invite the children to focus but the children did not want to so the teacher made an omission so that the focused children could listen to the story until it was finished. In storytelling activities educators need to be creative in choosing the media that should be used to tell stories so that they can attract children's attention, fun. Usually children like new things. Using different media can also attract children's attention to listen to stories and retell stories heard and tell their own experiences.

Language and speech are two things that cannot be separated because language arises as a result of thoughts and feelings to express something to others (Hurlock, 1998). Children will understand an expression because of the vocabulary conveyed. If children do not have adequate vocabulary, it will be difficult for them to express their language. Storytelling is one of the effective methods for children. The more children hear and listen to stories, the more vocabulary they will have. The more children hear stories, the better the sentence structure that children will use in speaking. The more vocabulary a child has, the easier it will be for them to interact with others.

Conversation Method

Conversation activities can mean oral communication between children and teachers or between children and children through monologue and dialog activities. It can also mean communicating thoughts and feelings verbally or realizing receptive and expressive language skills (Dhieni et al, 2007:7.4-7.5). Graha Asri PAUD also uses the conversation method and is mostly done during the opening of the lesson, during the lesson and at the end of the lesson. Conversation is done with the aim of training children's courage in expressing their opinions.

The conversation method is one of the effective methods used at Graha Asri PAUD. Children who are not active in learning can be stimulated or stimulated through the conversation method so that teachers are able to assess language development in children. Talking activities at Graha Asri Preschool are usually used during the opening of the lesson. Talking about how the child is doing, how the child feels about starting learning. Through conversation, children at Graha Asri Pre-School in Kendari City are more courageous to answer the teacher and other children, children dare to express their feelings and express their opinions. Through this conversation activity can develop children's language, even children who were not too active when invited to have a light conversation are able to show their language skills so that teachers can assess children's abilities and provide stimulation for children's language. Through conversation activities, children can be taught to empathize with their friends, learn polite vocabulary, speak in turn. The teacher functions as an observer and measurer of the child's language skills and teaches the child to correct the language when the child is impolite or wrong in using words or sentences.

Question and Answer Method

The definition of question and answer method is a method that can provide a stimulus through teacher questions so that children actively think to find the answer. Or, a method where the teacher or child asks the child, then the teacher/child answers the question. The purpose of question and answer method in PAUD is as follows: (1) to train children's courage to express their opinions; (2) to train children's courage to ask what they do not understand; (3) to train children to speak with good intonation; (4) to develop children's vocabulary and vocabulary; (5) to train children to respect other people's opinions; and (6) to train children to listen to other people's questions and answers.

Graha Asri PAUD also applies the question and answer method, which is one of the effective methods in developing children's language. During question and answer time, children are eager to answer questions from the teacher. For example, does anyone know what we are learning about today? The children answered, plants. What are the kinds of plants? and so on. Through these questions and answers, children are also reminded of today's material and add new vocabulary for children. Through question and answer activities, the teacher can measure the extent of children's language development and speech development. The questions asked by the teacher are addressed to all children, when the question and answer activity is carried out during learning also does not come out of the subject being taught.

Role Play Method

The role-playing method is to dramatize the way of behavior in social relationships. The dramatization emphasizes reality. In this activity, children are included in playing a role in dramatizing social relationship problems. The objectives of role-playing in language development in kindergarten are as follows: training the ability to capture, training children to speak fluently, training the power of concentration, training to make conclusions, helping the development of intelligence, helping the development of children's fantasies, and creating a pleasant atmosphere (Dhieni et al, 2007: 42).

This role-playing method is one of the effective methods for children's language development. In addition to sharpening the child's cognitive but also the child's language. Graha Asri PAUD applies the role-playing method by portraying characters related to ideals so as to add vocabulary to the child. The role-playing method is also very interesting and fun and children can also express their feelings. When children play roles such as police, children are taught to know that the police are tasked with maintaining security so that the community or people do not commit crimes, break the rules and give punishment to people who do bad things or break the rules. In the case of the doctor, children learn that the doctor is in charge of treating the sick, taking care of the sick and others. Through role-playing, children's knowledge increases and their vocabulary increases so that they can express or communicate it to others. In addition, children can also be more empathetic and respectful of others.

Sociodrama Method

The sociodrama method uses a game that involves students to be able to play a role and be able to relate between one role and another. The role is a demonstration that can portray certain characters found in the social life of the surrounding community. The purpose of the sociodrama method in kindergarten is to solve a problem so that children get the

opportunity to feel the feelings of others (Dhieni et al, 2007: 7.43). The method of language development through sociodrama has never been applied at Graha Asri PAUD and it is necessary to try to apply this method to determine language development, the effectiveness of the method on the development of children's language aspects.

Travel Method

Tourism is one of the learning methods in PAUD that is carried out by observing the world in accordance with the existing reality directly. Children can be invited to observe humans, animals, plants and other objects. Through direct observation, children can get an impression in accordance with their observations. The observation is obtained through five senses such as sight, hearing, taste, smell, and touch (Moeslichatoen, 2004: 78; Dhieni et al, 2007: 8.4). The field trip method has been applied at Graha Asri Preschool in Kendari City. Places that have been visited are agro-tourism and the fire department. In addition to providing new experiences for children, it also increases children's vocabulary, children's knowledge and children are also able to express their feelings when invited to travel to places outside the school. Of course, field trips are very enjoyable for children. The tour method is an effective method applied to develop children's language.

When children visit agro-tourism, children are also given hands-on learning, namely planting leeks. Children are directly involved in how planting techniques, what tools are used and applying fertilizer to plants can fertilize plants. In addition, children know that plants need to be cared for by watering the plants. Children's knowledge and experience when doing field trips affect children's language. The more knowledge and experience children have, the richer their vocabulary and the more their language skills improve. In addition, children gain knowledge that is real, alive and meaningful, children find answers to problems or questions by seeing, trying, hearing and proving themselves. The broader the child's insight, the better the child's language development.

Singing Method

The singing method is a method used to recite songs. Singing with song movements is very fun for children. In early childhood, the singing method is often used to broaden children's horizons. For example, when learning to recognize letters, the letters can be sung to train children to remember letters and numbers. Graha Asri PAUD also applies the singing method and is very effective because it makes it easier for children to remember stories, lessons, increase children's vocabulary, channel children's emotions, train motor skills and form self-confidence in children. If there are children who have not been able to reach the level of development that should be, then the efforts made by the teacher are to make observations, the teacher will observe the behavior and abilities of the child. Evaluation, the teacher will conduct an evaluation to determine the child's ability. Consultation, talking to parents about the child's condition. Strategies carried out: adjusting learning to the needs of children, providing positive feedback to children, working with parents and applying individualized learning strategies to children.

In conclusion, in early childhood education, there are many language development methods. Each method complements the other. So in the learning process, several learning methods are needed to create an effective and efficient teaching and learning

process so that learning objectives are achieved. Learning strategies in PAUD with methods of developing children's language aspects cannot be separated because they go hand in hand where child language development methods are part of the learning strategy.

CONCLUSION

From the data analysis and discussion, conclusions can be given about the method of developing the language aspects of children aged 5-6 years at Graha Asri PAUD Kendari City. Language is a means of connecting or communicating between members of a society. From the data analysis and discussion, conclusions can be given about the method of developing language acquisition of children aged 5-6 years at Graha Asri PAUD in Kendari City. Language is a means of connecting or communicating between members of a society consisting of individuals who express their thoughts, feelings, and desires. Developing aspects of language acquisition in children needs to be done with the right method. The method of developing children's language acquisition is very necessary to be applied in early childhood to develop children's language skills. Graha Asri PAUD Kendari City chooses and applies appropriate methods such as storytelling method, conversation method, question and answer method, role play method, singing method. Through the learning that has taken place, all existing methods are methods that are interrelated and need each other. In daily learning, it is not enough to use one learning method but to use several methods in daily learning activities. The methods applied are able to develop aspects of children's language acquisition. These methods are very efficient and worth continuing to develop.

Suggestions

Based on the above conclusions, this research is expected to be a reference and comparison material for other researchers, such as with the use of different research objects, or with different approaches. For educators, through existing research and observations, the storytelling method using hand puppets is one suggestion in using storytelling methods that are interesting and effective to be applied in schools to develop children's language. This research also has benefits for readers to add insight into language development strategies for children aged 5-6 years. For the implementation of further research, developing children's language using the storytelling method with hand puppets can be used as an alternative in developing early childhood language. In addition, it is hoped that students can achieve the development of language aspects according to their age.

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