Language Acquisition for Children Age 5–6 in Learning Syllables and Word Meanings Through Media Worldwall at TK Aisyiyah 58 Surabaya

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Abstract. Language ability is obtained by humans in stages start from infancy, children, adolescents, and adults. Children's first language skills are obtained from spoken language like changing vocabulary, syllables and words to sentences. The second language skill is written language. This study aims to find 1) how the written and spoken language skills of children aged 5–6 years about syllables of nouns and verbs using worldwall learning media, 2) how the written and spoken language skills of children aged 5–6 years about the meaning of words in sentences. This research is a cross sectional qualitative research with descriptive analysis presentation. The subject of this research is the language acquisition of children aged 5–6 years in learning syllables and word meanings through worldwall learning media in TK Aisyiyah 58 Surabaya. The language learning stages are starting with learning the syllables of nouns that are often known by children of that age. Followed by the stage of recognizing the form of affixed verbs. The difference in language acquisition at the two stages is that children find it easier to solve the basic syllable puzzle of body parts compared to the syllable forms of verbs with affixes. This is caused by internal, namely the development of cognition and IQ. Second, the external factors are from the social environment.

Keywords: Psycholinguistics · language · acquisition · Syllables · Worldwall

1 Introduction

Language as one of the means of human communication that is used since early age to adulthood, is acquired for the first time through mother tongue. It is unlike animals which essentially only use instincts as their means of communication. In this article, we examine the language acquisition of early childhood at ages 5–6 using learning media technology. This media serves to activate their psychomotor function in language learning. This is in line with Chaer opinion in [1] which states that language acquisition takes place in a child's brain when they acquire their first language from their mother tongue. Based on the stages of language acquisition, children starting at the age of

3 years experiences semantic transition shown by the symptoms of (1) over specification, (2) overgeneralization, (3) overlapping, (4) tend to the specification of meaning, and (5) using meaning associations. It means that the acquisition of the words meaning coincides with the development of the child's cognition, vocabulary, knowledge and experience. This is in accordance with the purpose of this study to find out how the language acquisition of children aged 5–6 years using *worldwall* learning media in TK Aisyiyah 58 Surabaya. In this learning process, children are actively involved and get experience in learning syllables and word meanings with several game menu tools provided by the teacher. It is expected that teachers and parents actively get involved in the acquisition of children's language and their cognitive understanding of the meaning of sentences.

Language ability is obtained by humans in stages start from infancy, children, adolescents, and adults. Children's first language skills are obtained from spoken language like changing vocabulary, syllables and words to sentences. Spoken language is obtained from the environment, namely their parents. Their second language ability is written language. Their spoken language skills are in line with the development of their mind about the concepts of objects around them. Based on this background, the problem in this study is to find 1) how the written and spoken language skills of children aged 5–6 years about syllables of nouns and verbs using *wordlwall* learning media, 2) how the written and spoken language skills of children aged 5–6 years about the meaning of words in sentences.

2 Methods

This research is a cross sectional qualitative research that this research design observes and produces descriptive data in the form of speech and behavior at a certain point in time with many subjects. This type of research is descriptive research, which is according to Moleong in [1, 2] it aims to get results in the form of words, notes and pictures not in the form of numbers. The subject of this research is the language acquisition of children aged 5–6 years in learning syllables and word meanings through *worldwall* learning media in TK Aisyiyah 58 Surabaya. The data sources of this study consisted of 8 children namely, 1) Jasmine Shenafia Willona 5.5 years, 2) Raffa Aditya Pratama 6 years, 3) M. Rizqi Musyaffa' 5 years old, 4) Earlyta Arsyifa Salsabila 6 years old, 5) Sheila Anindhita Daughter 5 years, 6) Ayna Auliya Hasna 5 years, 7) Felicia 6 years, 8) Adam Rahmat Al Farizi 6 years, 8) Rinjani Putri Maheswari 6 years.

The sampling technique of this research use the purposive sampling technique of Notoatmodjo in [7], namely the sample is taken based on a certain consideration, which could be based on the characteristics of the population that have been known previously. So, it can be concluded that purposive sampling is a non-random sampling technique in which the researcher determines the sample based on special characteristics in accordance with the research objectives with expectation of being able to answer the research problem. The sample taken is children aged 5–6 years who have the same characteristics like having the ability to read an average fluent, namely children at kindergarten level B (TK B) at TK Aisyiyah 58 Surabaya. This research data collection uses 1) observation techniques that directly observing children's language acquisition through, 2) recording

techniques with zoom during the learning process using media, 3) field notes techniques to make the results of reports on student grades/rankings recorded in the *worldwall* learning media. Data analysis carried out with qualitative methods consisted of 3 processes, namely (1) data collection, (2) data reduction, (3) data presentation, and (4) drawing conclusions.

3   Results and Discussion

Based on the results of this study, the acquisition of the language of children aged 5–6 years obtained two data, namely written data from the use of *worldwall* learning media and oral media through zoom recordings. The form of written data is obtained from the results of student work recorded on *worldwall* learning media according to the ranking table and time, which consisted of the results of the work of body syllables, syllables of verbs, the concept of the meaning of fruit names with the media of the *worldwall* rotating wheel, and assembling sentences. The second form of data is spoken data obtained from zoom recordings. The second data in the form of oral data is a form of triangulation of data. To find out more, it will be explained as follows.

3.1   Language Acquisition in Syllable Learning of Human Body Parts

The language acquisition of children aged 5–6 years is in line with their cognitive development, starting from language skills at the level of phonology, morphology, syntax, to semantics. This is in line with Chaer's opinion in [3, 3] that competence includes three grammatical components, namely syntactic components, semantic components, and phonological components. Language acquisition is usually divided into syntactic acquisition and semantic acquisition. Based on this, the language acquisition of children aged 5–6 years has obtained lexicon, semantic and syntactic components. Therefore, children need to be equipped with more interesting language learning at the age of 5–6 years to be able to optimize their language growth and development. Through *worldwall* learning media, namely by compiling syllable puzzles, children of that age are expected to be able to understand Indonesian syllables, namely body part nouns. In this study, the data obtained in the form of writing, namely the work of early childhood students at TK Aisyiyah 58 Surabaya. The following is the result of the data description.

Following is the beginning of learning to use *worldwall* media through zoom. Starting from introductory activities to follow-up activities of learning syllables and word meanings. Learning initial syllables begins with the use of body parts nouns. Researchers used random puzzle media which were then arranged by students based on their syllables.

Here's the data encoding.

The data of this study are written data obtained from the results of student ranking scores in completing the task of compiling the syllable puzzle of body parts given by the teacher. It can be obtained data on student ranking and student time in completing the task. The number of words given to students is only 6 body nouns in the form of a puzzle. Here are the results.
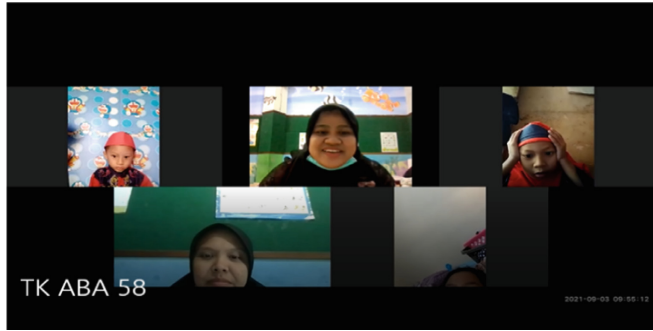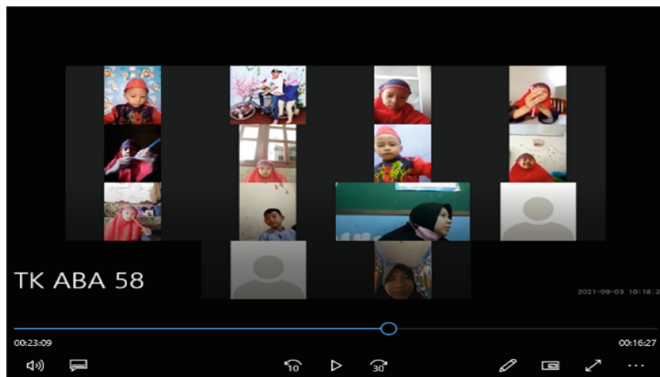
Fig. 1. Beginning of Learning

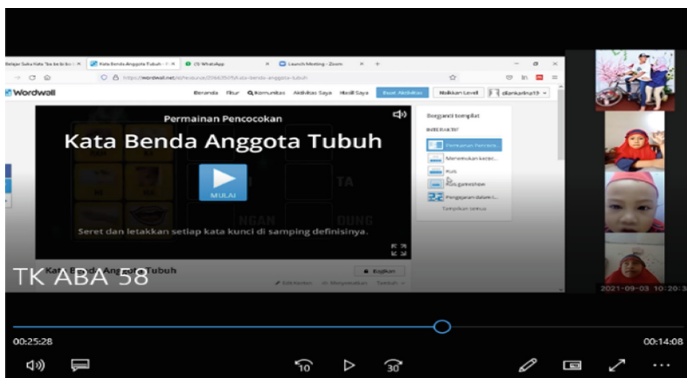

Fig. 2. Zoom meeting participant

Fig. 3. The Tasks of Body Parts Nouns

The six nouns were successfully completed by students at different times. This is due to the different ages of students and the different mastery and language acquisition
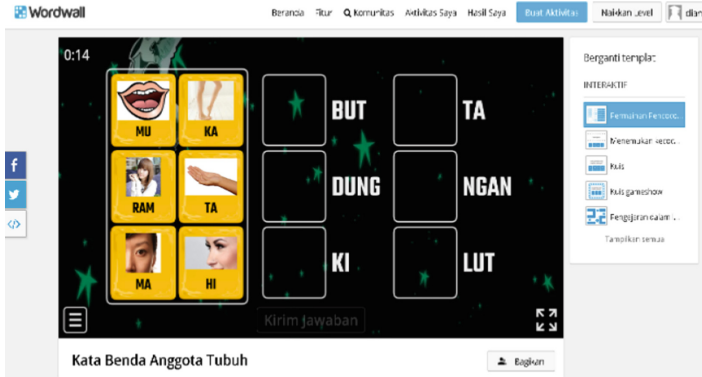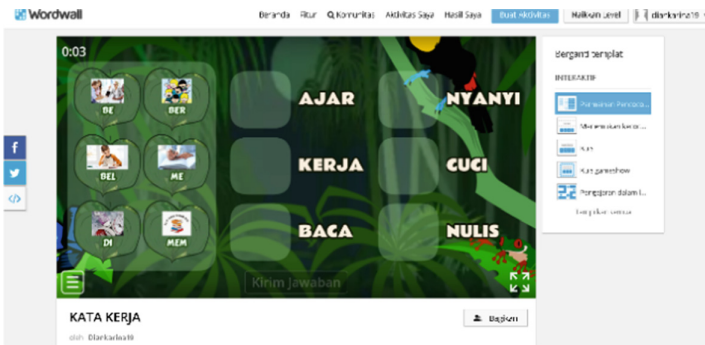
Fig. 4. Body parts nouns

Fig. 5. Ranking and Time Table

of each student. This is evidenced by the ranking and length of time students work on assignments using *worldwall* learning media.

In case 1, this is a syllable in the form of an object morpheme that was successfully completed and got the first rank, namely Jasmine Shenafia Willona, aged 5.5, female, with the fastest time in completing the task of compiling a syllable puzzle, which was 16 min 4 s. For the second rank, Ayna Auliya Hasna, aged 5, female, took 21 min to assemble a syllable puzzle.

Based on the results of the oral data, it was found that, the 8 students already knew the vocabulary of body parts, starting from mentioning the words eyes, mouth, nose, fingers, arms and legs correctly. However, it is different from the written data obtained based on the recorded *worldwall* learning media. The data found that there were 2 students who could not complete the task of compiling the puzzle. Thus, it can be concluded that their oral and written language mastery looks different. Mastery of the written language of female students aged 5.5 years is faster than male students aged 6 years represented by a student named Adam Rahmat Al Farizi 6 years old, namely the time it takes to complete a puzzle for 23 min. Even though verbally when the teacher asked about the noun, the limbs were very quick to answer in detail.
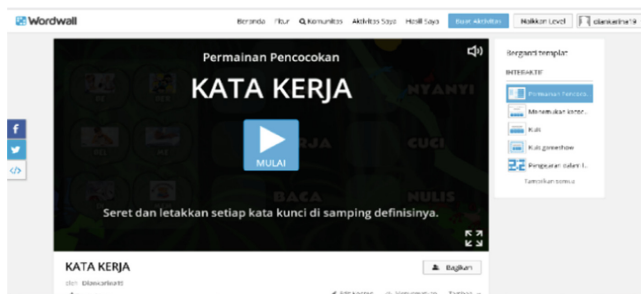
Fig. 6. Affixed Verbs

Fig. 7. Affix Verbs Matching

3.2 Language Acquisition in Affixed Verb Syllable Learning

The verb is a word that describes a process, action or situation [6]. Based on the results of this study, it was found that 8 students were less able to mention the verbs that had been explained by the teacher using *worldwall* learning media.

Based on the results of the study, there are 6 affixed verbs that are separated based on syllables in the form of affixes and basic forms. For example, the word /me-/ + [-nyanyi], the word /be-/ + [kerja], the word /bel-/ + [ajar], the word /me-/ + [cuci], the word /mem-/ + [baca], the word /me-/ + [tulis]. The six words were successfully completed with students at different times. This is evidenced by each time recorded in the *worldwall* learning media, as follows.

Based on the results of the ranking table, written data regarding the task of completing the verb syllable puzzle obtained the first rank on behalf of Sheila Anindhita Putri, 5 years old, female, with the fastest time of 16 min 5 s, with a score of 6 verbs with affixes successfully completed. Then, it was followed by the second rank, namely Jasmine Shenafia Willona, age 5.5, female, with a time of 21 min 4 s.

Based on the ranking table, it is clear that female students are dominant in completing the affixed syllable puzzle task. This is in line with the opinion that the process of language acquisition is one of the interesting discourses to be discussed. The process of learning and acquiring language cannot be separated from various kinds of supporting and inhibiting factors. This is also stated by Ardiana and Sodiq in [5] that there are two

Fig. 8. Ranking and Time Duration

factors that can influence the process of language acquisition. The first factor is internal, namely the development of cognition and IQ. Second, external factors that come from the social environment, namely factors that come from the students themselves (internal factors) and from outside the students (external factors). Some of these internal factors are gender, motivation, interests, attitudes, personality, learning styles, while external factors can be in the form of demands from parents, school factors (teachers, friends), and the surrounding environment. In this case, the dominant gender factor occurs. Because, based on the results of the ranking table for the noun syllable learning process, the verbs are dominated by female students who are the fastest in completing their assignments.

In addition, the results of the data in the form of written data, were not in accordance with the students' oral language mastery. When the teacher asks verbs with affixes as in the *worldwall* learning media, students have difficulty in answering. When students were asked questions about examples of verbs, the 8 students had difficulty in answering. In addition, when provoked by a verb with the affix /mem+/, they can only answer reading, singing, dancing, studying, and so on. It is proven that the written language of the Aisyiyah 58 Surabaya Kindergarten students is better than the spoken language. This is also due to the use of interesting learning media, namely *worldwall* games. Their interest in language learning greatly influences their language acquisition regarding noun syllables, syllables with affixed verbs, and the meaning of words in sentences.

3.3 Language Acquisition in Learning the Meaning of Words and Sentences

Children's language acquisition at the level of the meaning of fruit by using the *worldwall* media is included in the good category. Because at the time of the first round, and the needle shows the writing and the picture of an apple. The concept of the meaning of the word fruit /apel/ was immediately answered by students. Next on the second spin the wheel needle shows the orange picture, they can immediately answer the word /jeruk/ quickly. However, this is different when the third wheel needle turns when showing the picture and the word fruit /ceri/, there is only one child who is able to answer the word, namely Adam Rahmat Al Farizi 6 years old. The concept of the meaning of the word fruit /ceri/ is very rarely encountered by children aged 5–6 years in Surabaya. This is

Fig. 9. Swivel wheel

Fig. 10. Random sentences

because they rarely see and even taste cherries around them. The following is an example of the media meaning of various fruit names in the *worldwall* learning media.

Based on some of the names that have been understood rotated, some have been understood by children aged 5–6 years in TK Aisyiyah 58 Surabaya. However, there is one fruit that is stange to their minds, one of which is /ceri/ and /pir/. The two names of the fruit have not been recorded in their cognitive. In addition to these fruits, such as, /nanas/, /pepaya/, /anggur/ they are very familiar and get easily mentioned verbally when the needle wheel shows the picture of the fruit.

In addition to the concept of the meaning of the word fruit which is learned by children aged 5–6 years, language acquisition in the field of syntax can be stated to be less good. Students are very less able to arrange random sentences through *worldwall* learning media. Sentences with various structures. Indeed, there are still many sentences that are not effective. Based on the 5 questions made by the teacher and done by the students, there are still many students who have not been able to work on the random sentence questions. Incomplete sentence structure. There are still some sentences whose structure is not complete, there is no subject function or predicate function. The following are the results of the leaderboard found in the *worldwall* learning media.

In the media there are 5 random sentence questions, but from 8 students there is only 1 student who managed to finish with the highest score, namely Sheila Anindhita

Fig. 11. Ranking and score board

Putri 5 years old female with a score of 12 in 1 min 52 s. This is different from several other students, namely ranking 2, namely, Jasmine Shenafia Willona, aged 5.5 years with a score of 8 in a processing time of 1 min 22 s. Furthermore, for rank 3 and so on, the score decreases in a fairly long time, which is approximately 2 min. Based on the results of the ranking, it is explained that the level of language acquisition for children aged 5–6 years in the field of syntax is still very lacking. Children aged 5–6 years are still having difficulty in compiling simple sentence patterns S-P-O-K. Children aged 5–6 years tend to use simple structures when speaking, although at this age children have understood more complex sentences, such as compound sentences. According to [4], despite children are considered capable of composing complex sentences, they still make mistakes. The error is in terms of composing sentences, choosing the right words and affixes. To improve it they have to practice a lot of conversing with parents or teachers as a model. This can be seen, on the leaderboard and the score has decreased in each child's score and there are still errors in stringing random sentences.

4 Conclusions

The acquisition of language for children aged 5–6 years at TK Aisyiyah 58 Surabaya began gradually in the learning process. The stages are starting with learning the syllables of nouns that are often known by children of that age. Followed by the stage of recognizing the form of affixed verbs. The difference in language acquisition at the two stages is that children find it easier to solve the basic syllable puzzle of body parts compared to the syllable forms of verbs with affixes. This is caused by several factors, namely there are two factors that can affect the process of language acquisition. The first factor is internal, namely the development of cognition and IQ. Second, the external factors are from the social environment, namely factors that come from the students themselves and from outside the students (external factors).

    Some of these internal factors are gender, motivation, interests, attitudes, personality, learning styles, while external factors can be in the form of demands from parents, school factors (teachers, friends), and the surrounding environment. In this case, the dominant gender factor occurs. The gender of girls aged 5–6 years is more dominant and faster

in solving problems in the form of syllable puzzles of body parts, syllables with affixed verbs, concepts of meaning of fruit names and arranging random sentences. Children's language acquisition at the syntactic level for children aged 5–6 years is still very lacking. This is because children aged 5–6 years tend to use simple structures when speaking.

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