

Language Development of Children aged 6-8 years in the Rato Village Community, Manggengula Hamlet, Bolo District, Bima Regency

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Abstract

This study aimed to determine and observe children's language development in Rato Village, Bolo District, Bima Regency. This research is qualitative research using qualitative descriptive methods. Data is analyzed based on theories and phenomena from the aspects studied. The data used in this research are sentences spoken by children aged 6-8 years in Rato village. The data source used in this research comes from daily conversations of 6 children aged 6-8 in Manggengula hamlet, Rato village. Data comes from journals and books as theories relevant to this research. The data collection techniques used in this research are observation and documentation. The data analysis technique in this research uses descriptive analysis techniques. The researchers' results found that the language development of children aged 6-8 years in the Rato Village Community, Manggengula Hamlet, Bolo District, Bima Regency is not the same. Language is learned through habituation from the environment and is the result of the imitation of adults. Language is something that is acquired naturally. Some factors influence the acquisition of a second language in children, namely: the age factor, because when you are still a child it will be easier to acquire a second language; the first language factor (mother), because the first language greatly influences the grammar of other languages; environmental factors, the environment is a very important factor for children's language acquisition because children aged up to 6 years will acquire and speak the language they often hear from the environment, especially family, friends and the community

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1. INTRODUCTION

Language is a tool of social communication in the form of a system of sound symbols produced from human speech. Humans as social creatures need a means to interact with other humans in society. For the purposes of social interaction, a means of communication called language is needed. Language is a communication tool that is organized in the form of units, such as words, groups of words, clauses and sentences that are expressed both orally and in writing [1]. Language makes it easier to interact between one human and another. Language is not only used in everyday life, but language is also needed to carry out human life activities, as a tool to convey thoughts, ideas, views and feelings. One of the functions of language is as a means of communication between humans.

Humans communicate through language which is manifested in spoken, written, symbols or signs. One of the forms of communication carried out in everyday life is conversation. Conversation is a language activity carried out in social interaction. Conversations are carried out by anyone and any group, from parents, teenagers to children. The use of language in children's conversations feels normal because children will grow along with the growth of the language they use. Since childhood, a child begins to show special language skills, such as imitating conversations made by his parents, then the child will record it in memory, and then through a gradual and continuous process a child will use these languages in communicating with other people. Children's different abilities will result in differences in ability to master the language they learn.

The language development of young children is influenced by the way their parents educate them, for example in communication patterns, inviting discussions, and motivation to increase their enthusiasm [2]. The process of developing a child's language occurs with the natural process of a baby's age in recognizing his or her mother and as the child gets older the more

vocabulary and word knowledge they have, for pre-school children explore from everyday life, by listening and trying to pronounce, from They slowly correct the unclear pronunciation to make the pronunciation clearer [3]. Language development between one child and another will definitely be different because not all children have the same rapid language development. Environmental factors and family factors are very influential in children's language development [4]. Through developing language skills, children can express feelings, communicate with the person they are talking to, can solve problems and much more [5].

Children's development will take place optimally if they develop in accordance with their respective developmental phases and tasks. Children aged 6 to 12 years in the Elementary School age category. At this age, children experience very rapid development. Children's development also has its own unique patterns according to developmental aspects. Several aspects that develop rapidly at elementary school age are children's language, emotional and social development.

Language development in early childhood is in the expressive language development phase. This means that children can express their desires, rejections, and opinions using spoken language. Language is learned through habituation from the environment and is the result of imitation of adults. The way a child pronounces words is influenced by environmental behavior. The use of complex language by parents and adults is a form of ease in children's way of speaking which is used by their family so that their way of speaking is appropriate. Children's language skills can develop as the child's experience and needs increase. Children will get experience from their environment. The environment is one of the factors that has quite a big influence on children's language development [6].

Language is central to every child's life. The language used by children to communicate with other people. The development of language as an organized symbol system for transferring various ideas and information consisting of visual and verbal symbols. These visual symbols can be seen, written and read, while verbal symbols can be expressed and heard.

One of the developments that occurs in early childhood is language development. Language includes speaking, listening, writing, and reading skills, language allows children to translate raw experiences into symbols that can be used for language development and thinking. Thus, language is a tool for thinking and expressing oneself.

Language development is one aspect of the stages of development in children that must be known by general educators and children's parents. The language development obtained is a proud achievement. Implementing inappropriate parenting patterns will have a negative impact on children's language development, but most people Parents do not understand the long-term impacts of inappropriate parenting. Emotional and responsive support from parents has a positive impact on children's language development [7]. Early childhood children are unique and have different behavior, as well as children's language development. Language development can be enhanced through simple and precise language. It is hoped that this will be able to arouse interest and improve the stage of language development in children to the next stage.

Basically, the level and nature of language disorders in early childhood can be known from the time the child enters school. Children who experience language disorders generally experience problems in their skills in recalling information, syntax, semantics and pragmatics due to lack of social skills. Children's language delays cannot be separated from various kinds of disorders. These disorders cause unclear spoken articulation. These disorders include canker sores, mouth disorders, palate disorders and many others [8]. Language development is not all a person has made it through there are some people who have limitations in pronunciation [9].

Children's language development can be influenced by environmental factors and parenting patterns. Children who rarely interact with their peers will experience difficulties in socializing and tend to be closed off from the outside environment [10]. Apart from that, the language acquired by children is less developed because they only socialize and interact with those closest to them. In contrast to children who are allowed to socialize with peers, they will be able to develop socially and linguistically. However, the role of parents remains the main aspect

in the development process. When children do not get control from their parents, they will be influenced by harsh language.

Communication between children will be well established with language so that relationships cannot be built. It is not surprising that language is considered an indicator of a child's success. Children who are considered to talk a lot are sometimes a reflection of intelligent children. Language can be interpreted as a system of signs, both spoken and written and is a communication system between humans. Language includes non-verbal communication and verbal communication and can be studied regularly depending on a person's maturity and learning opportunities. Likewise, language is the basis for a child to learn other things. Before children learn other knowledge, children need to use language well. Children will be able to develop their abilities in the areas of sound pronunciation, writing, reading which really support literacy skills at a higher level.

The developmental profile and growth patterns of children, including speech and language development in children aged 6-12 years [11], include:

- a. Speech and Language Development of 6-Year-Old Children:
 - 1) Talking non-stop; could be described as a babbling.
 - 2) Talk like an adult: ask a lot.
 - 3) Studying five to ten words every day, his vocabulary consists of 10,000 to 14,000 words.
 - 4) Using correct verb forms, word order and sentence structure,
 - 5) Using language rather than crying accompanied by screaming or physical aggression to express displeasure: "It's mine! Give it back, you fool."
 - 6) Talking to yourself while determining the steps necessary to solve a simple problem (even though the "logic" may not be clear to adults).
 - 7) Imitates popular sayings and profanity; find dirty remarks very funny.
 - 8) Enjoys telling jokes and riddles; usually, the humor is far from subtle.
 - 9) Able to learn more than one language, doing so spontaneously in a bilingual or multilingual family.
- b. Speech and language development is influenced by several factors [12]. These factors are as follows:
 - 1) Health, poor health conditions cause children to experience delays in language development. Nutritional intake affects brain working power, and brain working power affects the ability to process information. Apart from that, poor health limits the child's interaction with the environment so that the child's vocabulary also becomes limited.
 - 2) Intelligence, intellectual level influences language development. Children with the lowest mental retardation are very poor in language. Children with normal intelligence categories will basically have good language skills. Children with high intelligence are able to read and understand speech at a very young age
 - 3) Socioeconomic status, children from poor families experience language barriers due to access to *literacy* namely recognizing letters as symbols and limited sounds. Apart from that, learning opportunities and nutritional intake are also limited. Poor children tend to be *italerase* or illiterate or illiterate in either Latin or Arabic.
 - 4) Gender, girls' vocalizations are faster from the age of two years. More intense interaction between girls and their parents and peers also increases their vocabulary. Interaction at school between children without differentiating between gender at school makes the language development of girls and boys develop optimally
 - 5) Family relationships, democratic and authoritative parenting patterns that view and place children as part of the family make children learn and gain examples of how to communicate well and have the freedom to express and express what they think and feel through various languages
 - 6) Access to communication, openness and support for interacting with the surrounding environment, including the nuclear family, extended family, community, educational

institutions or institutions and communication media, encourage children's language skills to develop optimally.

This research was conducted in the Manggengula village, Bolo district, Bima district. The aim of this research was to determine and observe the development of children's language in Rato village, Bolo sub-district, Bima Regency. The area includes the research area such as Manggengula hamlet.

There have been several similar studies, including the Language Development of Early Age Children 5-6 Years Seen from the Syntactic and Pragmatic Aspects, which states that based on language development, the syntactic aspects of children are not the same [13]. They have developmental differences in telling what they have heard, talking about their parents' jobs, answering the telephone, telling stories non-stop and imitating slang. Children's language development in the Pragmatic aspect in the two samples also differs in the children's ability to understand and interpret the teacher's sign language as a non-verbal instruction, carry out the meaning of sign language with action and understand what must be carried out with these instructions.

Research on the Language Development of Elementary/Madrasah Ibtidaiyah (SD/MI) Children says that language skills develop throughout the school years [14]. Students are increasingly able to understand and interpret communication, both spoken, written and body language, to make themselves understood and understand the people around them. Language development is related to cognitive development, which means that intelligence factors greatly influence the development of language skills. As children grow and develop, their language abilities begin to develop from a very simple level to a complex one. Language development is influenced by the environment because language is basically the result of learning from the environment. Children learn language like they learn other things, namely by imitating and repeating the words used by adults.

Another research that is used as a reference is Language and Social Development in the Phase of School-Age Children, which states that each child has different tasks and stages of development according to aspects of their development. Several aspects of development that develop rapidly at elementary school age are children's language and social development.

Research on the development of speaking abilities of children aged 5-6 years (Study at Ra Jamiatul Khaer, Makassar City) that has been carried out shows that the development of speaking abilities of children aged 5-6 years at RA Jamiatul Khaer, Makassar City, which is used by teachers is the storytelling method, the conversation method, and singing so that it can develop children's speaking abilities [15].

Usually, children use regional languages to communicate, but researchers want to conduct research on factors that influence the language development of children aged 6-8 years. The thing that is the focus of researchers is the child's national language (Indonesian). What differentiates this research from previous ones is that researchers will focus on student development and what factors help children's language development at the age of 6-8 years.

2. RESEARCH METHOD

This type of research uses qualitative descriptions. This research is of a qualitative type because the data described is not numerical but is based on theories and phenomena from the aspects studied. This research uses a qualitative descriptive method when explaining the problems studied. This method is used to provide a comprehensive and critical overview of the aspects studied. As an effort to research the language development of children aged 6-8 years in Manggengula hamlet, Rato village.

The data source used in this research comes from the daily conversations of 6 children aged 6-8 years in the Manggengula hamlet, Rato village. He chose conversation between children aged 6-8 years because there are differences even though they are at the same level of education. The data used in this research are sentences spoken by children aged 6-8 in Rato village.

The data collection techniques used in this research are observation and documentation. The observation technique is collecting data by observing ongoing conversations between children aged 6-8 years. Observation techniques were used in this research to review the research location and find out the problems being studied related to the punctuation of sample conversations. Data collection techniques where researchers go directly to the field [16]. Documentation in this research is writing sample conversations with families and their environment. Documents can be in text form. Researchers take data from sample conversations. Then the researcher reads and sorts over and over again to see and observe the sample words, so that the researcher knows and understands what are the problems that slow down or speed up the development of the Indonesian language. Researchers classify the causes that influence the development of the sample language based on the data that researchers have found.

The data analysis technique in this research uses descriptive analysis techniques. The steps in analyzing this research data begin with describing the research data. The data that has been described is then interpreted using various theories from aspects studied. Interpretation of data apart from using theories is also supported by Additionally; by identifying important patterns in research, it aims to inform findings and action. This research uses note-taking techniques to collect data. Note-taking technique used to record student work. Data from student work is then identified and collected based on aspects of the research question. The data is collected, identified and analyzed and then analyzed. Data grouping and identification is carried out in the data corpus. This information is presented in such a way that it is designed to form a table that collects all the information carefully to draw conclusions from the research. Next, convert the data into a recognizable form, refers to removing irrelevant data and organizing the remaining data according to specific needs. Aims to identify important patterns in research, thereby enabling follow-up conclusions and insights. This information is then presented in a structured table format, making it easier to draw conclusions. In the discussion section of this research, the data collected is analyzed thoroughly and the results are described in detail. In this research, the data found is then discussed in the discussion section which describes the data results.

3. RESEARCH RESULTS AND DISCUSSION

The author conducted research on language acquisition in children aged 6-8 years and got five people to be used as samples in this research, there were two cases in each sample. The sample has background different family backgrounds and different mother tongues. The second language of these five children is Indonesian. Below we will describe the sample people for second language research, namely as follows:

- First Sample
- No : Arkan
- Gender : Man
- Age : 6 years
- mother tongue : Bima language
- Second language : Indonesian
- Mother's job : Housewife
- Father's occupation : Labor workers

The first sample is Arkan, the author made observations on Arkan's parents and on Arkan himself. The first language or mother tongue of this sample is Bima. The sample has a mother who works as a housewife and a father who works as a laborer. Because the sample parents often invite their children to chat in Indonesian for reasons that influence their education, the sample parents rarely use Bima as the language used to communicate with their children. The second language the sample uses is Indonesian. Apart from Indonesian, the sample can communicate using Bima because it is their mother tongue. During school the sample uses Indonesian to communicate with teachers and friends, but sometimes the sample often uses vocabulary derived from the language of his parents' tribe, such as the following conversation:

Data 1

(Arkan also wants to play!)

The sample can pronounce Indonesian perfectly. The sample can still speak Indonesian perfectly because his parents and neighbors always chat with him. The sample uses Indonesian, mixing the use of certain vocabulary whose language is obtained from the native language of his parents. As a family, the author understands this, because even though Children who are still in the process of acquiring language will always adopt the language or vocabulary that they always hear in their family environment. A child's language ability is influenced by his parenting style [17].

Data 2

(Mom, Arkan wants to ask *had to*)

Samples using the vocabulary "*had to*" which is Bima Riau language which means money, the sample says the vocabulary "*had to*" which is the first language he mastered, sometimes the sample also often hears his parents and neighbors using Bima language, but the factors that most influence the sample's language acquisition are educational and environmental factors, because in the environment where the sample lives, local residents often talk to children using Indonesian, environmental factors are also very influential because Indonesian is very rarely used in the playing environment so the sample will rarely use the language in the playing environment and sometimes the language will be forgotten because it is rarely applied so the sample will naturally mix the use of the regional language with the language he often hears. . Rich conversations give children the opportunity to practice using more complex sentences and understanding the meaning of words [18].

- **Second sample**
- No : Farid
- Gender : Man
- Age : 7 years
- Mother tongue: Bima language
- Second language : Indonesian
- Mother's job : Teacher
- Father's occupation : Village head

The second sample is Farid, the researcher made direct observations on the sample. The first language or mother tongue of this sample is Bima. The sample has a mother who works as a teacher and a father who is a civil servant. Because the sample's parents work as civil servants, they use Indonesian as the language used communicate when educating their children. In everyday life the sample uses Bima language to communicate with parents and his environment, but the sample often uses Indonesian fluently when he communicates with teachers and friends at school. Like the following conversation:

Data 3

(I bought one pen.)

Samples can use Indonesian correctly. The reason the sample can almost master Indonesian is that the sample is often taught by their parents directly in independent learning activities at his house. The second reason is that the sample filters watching entertainment content from *YouTube* in the form of a video *YouTube Kids*. Highly educated parents often have access to and a broader understanding of knowledge and the importance of language development in children. They may be more aware of the importance of stimulating children's language development with rich language interactions. In this situation, they can interact with their children

using more sophisticated communication techniques, larger vocabularies, and practicing complex sentences [19].

Data 4

(Difficult *Aba Pian kani piso to'i*)

The sample uses a vocabulary that mixes Bima and Indonesian. For native speakers of the Bima language, they will interpret it as (It's difficult for Brother Pian if you use a small knife). Say *Difficult* should be replaced with the words "*Ncoki*." When having conversations with friends in their environment, the sample always mixes the use of certain vocabulary obtained from their mother tongue and Indonesian, because even though children who are still in the process of language acquisition will always adopt the language or vocabulary, they always hear in their family environment. Factors that affect second language acquisition from this sample are environmental factors. Children's language development is influenced by the type and volume of conversation that occurs in their environment [20]. Children have the opportunity to hear and use various words and sentences in rich and diverse conversations. Parents who actively talk to their children, listen to them speak, and respond appropriately will stimulate their child's language development

- **Third sample**

- No : Intelligence
- Gender : Woman
- Age : 8 years
- Mother tongue: Bima language
- Second language : Indonesian
- Mother's job : Teacher
- Father's occupation : Courier

The third sample is Aqila, another neighbor of the author. The author made direct observations on the sample. The first language or mother tongue of this sample is Bima, the sample has a mother who works as a teacher and works as a courier. Because the sample parents work as educators and fathers are used to using Indonesian at work, they use Indonesian as the language used to communicate with their children. He only uses Bima in conversations with his friends. In everyday life the sample uses Indonesian to communicate with his parents and environment, but sometimes the sample often uses Indonesian vocabulary and mixes it with Bima language, such as the following conversation:

5 of data

(Mama, Aqila wants to eat *uta*)

Samples using the vocabulary "*uta*" which comes from the Bima language which means fish. The sample sometimes mixes the use of certain vocabulary obtained from the original language, namely Bima, because even though children who are still in the process of acquiring language will always adopt the language or vocabulary that they always hear in their family environment. Factors that influence the acquisition of a second language from this sample are factors in the form of their playing environment and family. Parents' primary role is as teachers of their children's first language, and they are in a prime position to encourage their children's linguistic growth [21].

6 of data

(Mama, Aqila's shoes are broken)

The sample uses Indonesian sentences correctly and precisely because of guidance from his parents because he is used to being invited by his own parents to have Indonesian conversations. One way of acquiring a second language, namely Indonesian, is classified as a

naturalistic type. The factors that influence the acquisition of a second language are the age factor. This is because the sample has started to get used to hearing Indonesian sentences before entering school and even though they do not yet have a good vocabulary, misuse in speaking is a normal thing in the acquisition process. language in children. Even so, his parents still tried to familiarize him with the official language. Children's use of vocabulary and language skills depend on the experiences children gain in the family and environment [22].

- **Fourth sample**
- No : Ramadan
- Gender : Woman
- Age : 7 years
- Mother tongue: Bima language
- Second language : Indonesian
- Mother's Job : Housewife
- Father's occupation : Laborer

The fourth sample is the author's neighbor, the author made direct observations. The first language or mother tongue of this sample is Bima, the sample has both parents with a mother who is a housewife and a father who is a worker. They only use Bima as the language used to communicate within the family. In everyday life the sample uses Bima language to communicate with his parents and environment. The sample can indeed understand Indonesian, but due to lack of guidance from his parents and environment the sample can only understand his words and still looks stiff in speaking Indonesian. Based on interviews with the sample's mother, two days ago the sample used the following words:

7 of data
(Go\Green)

Samples using the vocabulary "go" the word that should be used is "green".

The easiest way for children to learn language is by listening and imitating. It is difficult for children to develop their language skills because their parents rarely invite them to speak Indonesian from an early age. This is because children also rarely watch entertainment content on television or *gadgets*, misuse of speech is a normal thing in the process of language acquisition in children. Children may not be exposed to the vocabulary and language structures necessary for the best possible language development in such situations.

8 of data
(And, hey heart watip head)

The sample is a grade 1 elementary school student. The sample often uses a mixture of Bima and Indonesian vocabulary. The sample acquires this vocabulary from playmates at school and sometimes carries over its use at home. The most influencing factors are the environmental factors of playmates at school and the lack of guidance from the family. Environmental factors are also very influential because Indonesian is very rarely used in the playing environment so that the sample will rarely use this language in the playing environment and sometimes the language will be forgotten because it is rarely used so the sample will naturally mix the use of regional languages with the official language in their family. Like the sentence above. "And" has the meaning of mama or mother. "Hey" means water, and "thank you" meaning not yet. According to Sumaryanti (2017), the speaking skills that children imitate from their peers become one of the provisions for children to communicate with their environment in the future.

Fifth Sample

- No : Alisa
- Gender : Woman
- Age : 6 years
- Mother tongue: Bima language
- Second language : Indonesian
- Mother's Job : Government employees
- Father's occupation : Government employees

The fifth sample is Alisa, the researcher made direct observations on the sample. The first language or mother tongue of this sample is Bima, the sample has a mother and father who are both civil servants. Because the sample parents work as civil servants, they use Indonesian as the language used to communicate when educating their children. In everyday life the sample uses Bima language to communicate with his parents and environment, but the sample often uses Indonesian fluently when he communicates with teachers and friends at school. Like the following conversation:

Data 9

(Mama, Alisa's math homework is finished.)

Samples can use Indonesian correctly. The reason the sample can almost master Indonesian is that the sample is often taught directly by their parents in independent learning activities at home. The second reason is that the sample filters watching entertainment content from *YouTube* in the form of a video *YouTube Kids*. The results of research from tests on 200 preschool children revealed that using gadgets among children can develop children's language.

Data 10

(Mama, I want to use it *shoes*)

Samples using the vocabulary "*shoe*" the word that should be used is "Shoes". The sample had pronunciation errors, because his biological factors were not yet perfect, apart from biological factors the mother tongue he mastered also influenced his pronunciation errors. Parents always let this happen without fixing it. As children get older, their biology and cognitive abilities will progress towards perfection, as will the vocabulary they use will become precise and correct. The use of mother tongue among children in Indonesia has a significant influence on their mastery of Indonesian [22]. The use of regional languages can also influence children's mastery of Indonesian.

- **Sixth Sample**
- No : Mazmu
- Gender : Man
- Age : 8 years
- Mother tongue: Bima language
- Second language : Indonesian
- Mother's Job : TKW
- Aya's job : Laborer

The sixth sample is the author's neighbor, the author made direct observations on the sample. The first language or mother tongue of this sample is Bima, the sample has a Sundanese mother and a Malay father. Because the sample parents, especially mothers, work far from home, fathers and their father's family raise children, they rarely use Indonesian as the language used to communicate with children. Even so, the sample can still use Indonesian. The reason is because the sample father still often uses Indonesian to communicate with his child, another reason is the entertainment he watches on television or in the internet *YouTube Kids*. Sometimes the sample

often uses vocabulary that comes from the language of his parents' tribe, such as the following conversation:

11 of data

(Dad, Mazmu is also looking for it *floor* make *behold*)

Samples using the vocabulary "*floor*" And "*behold*" which is in Bima language "*floor*" means knife and "behold" in Bima language means kite. The sample has a habit of mixing their mother tongue and second language, apart from that their parents always let this happen without correcting it, because the parents believe that their language skills will develop by themselves as they get older. A child's language development can suffer greatly due to a lack of interest and support from parents or caregivers. To encourage language development in children, parents must actively respond and participate in conversations. Children may lose interest in talking and interacting verbally when they receive little encouraging speech and engaging interactions. This can hinder the growth of their overall language skills.

12 of data

(Dad was mom *telephone*.)

Samples using the vocabulary "*telephone*" the word that should be used is "telephone". The sample mispronounced the word due to having heard adults say something similar. The type of second language acquisition, namely Indonesian, is classified as a naturalistic type. The factors that influence the acquisition of a second language are the age factor and the experience factor. This is because the sample who is still in grade 1 of elementary school (SD) does not have a good vocabulary, and always keeps vocabulary based on events without understanding the meaning of the vocabulary. Misuse in speaking is a normal thing in the process of language acquisition in children. The process of child growth and development can take place naturally, but this process is very dependent on adults or parents.

4. CONCLUSION

Data analysis shows that the language development of children aged 6-8 years in the Rato Village Community, Manggengula Hamlet, Bolo District, Bima Regency is not the same. Language development in early childhood is in the expressive language development phase. This means that children can express their desires, rejections, and opinions using spoken language. Language is learned through habituation from the environment and is the result of imitation of adults. Language is something that is acquired naturally. There are factors that influence the acquisition of a second language in children, namely: the age factor, because when you are still a child it will be easier to acquire a second language; the first language factor (mother), because the first language greatly influences the grammar of other languages; environmental factors, the environment is a very important factor for children's language acquisition because children aged up to 6 years always speak the language they often hear from the environment, especially family, friends and the community. There are several things that influence children's language acquisition, such as: Health, intelligence, socio-economic status, gender, family relationships, and access to information. Biological and cognitive factors; Children up to 6 years old are still biologically and cognitively developing, when acquiring and speaking language occurs very often *error* And *mistake*, addition and subtraction, this is normal and will improve over time until the child actually becomes more mature and mature. As an adult, it's a good idea for your family or environment to pay more attention to your speech so you can be a good example for your children.

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