
Characteristics of Sentences for 6-Year-Old Children: A Case Study

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Abstract

The purpose of this study was to determine the sentence patterns produced by children at the age of 6 years. This study uses a qualitative approach with a descriptive method. The formulation of the problem in this study is how the sentence patterns in children aged 6 years. Data analysis was carried out in three stages, namely data reduction, data presentation and conclusion drawing. The subjects used in this study were 1 6-year-old girl with sentences obtained through recording. The results showed that sentence patterns in children aged 6 years were in the form of incomplete simple sentences. This happens because the pronunciation of the word is still not perfect. Children aged 6 years tend to actively participate in communication even though the sentences they say are not complete.

Keywords: Characteristics, Sentence Patterns, Early Childhood

Introduction

The ability to get along in a social environment starts from language skills. Through language, children can express thoughts, ideas and feelings so that other people can understand them and can create social relationships. Language is considered as an indicator of a child's success. Children need to understand language in order to use it well. Language skills in the form of receptive (language understanding) and expressive (language use) abilities must be owned by a child. Adults who are around children must be good guides in a child's language skills.

One aspect that must be developed from an early age is language skills. Language is an ability in terms of communicating or interacting with others. Language at an early age needs to be trained so that competence and ability can increase according to its development. According to Jamaris, the language development of children aged 5-6 years can pronounce more than 2,500 words. The scope of vocabulary that can be spoken by children concerns a color, size, shape, taste, smell, beauty, speed, temperature, difference, comparison, distance, and surface (coarse-smooth), children aged 5-6 years can already participate in a conversation. Children can already listen to other people talk and respond to the conversation. Conversations carried out by children aged 5-6 years have involved various comments on what is done by themselves and others, as well as what they see. (Jamaris, 2015).

According to Goorhuis (Tiel, 2011) the development of language and speech in children can be classified into 5, namely: 1) phonological, namely the ability to recognize colorful sounds, 2) semantics, namely the ability to understand language, 3) syntax, namely the ability to use grammar, 4) morphological, namely the ability to discriminate between the forms of words and sentences, 5) metalinguistic, namely the ability to speak and speak well, 6) pragmatic, namely the use of language in an appropriate manner. Phonological ability is one of the abilities that must be mastered by children, because when children are able to speak with the right and clear sound, it will make it easier for children in the process of explaining something they want. For example, when Tadkiroatun Musfiroh (Saputri, 2015) revealed that there are several methods that can be used to develop children's speaking skills, namely by telling stories, asking questions, and playing.

Methods (Times New Roman 12, Bold)

The research entitled "Characteristics of Sentences for 6-Year-Old Children: Case Studies" is a type of qualitative research. Bogdan and Taylor (Djamel, 2015) say that qualitative research is research that produces descriptive data in the form of written or spoken words from people or behavior that can be observed. The reason I chose children aged 6 years as research is to see how the sentences are produced by these children. The background of the research conducted by the researcher is in the home environment. In this study, researchers used qualitative research methods using a descriptive approach. The descriptive method is a research method that is used to describe problems that aim to describe what happened properly when the research was carried out.

This study uses primary data and secondary data. The primary data in this study were objects that were directly observed by the researcher, namely data from observations of children who experienced problems in their ability to produce sentences. While the secondary data that the researchers used in this study was documentation in the form of recordings on the pronunciation of the sentences produced by the child. Sources of data collected in this study are sentences.

The data collection technique used in this study is a documentation study technique. Documentation study is a data collection technique by collecting and analyzing documents, both written documents, images and electronics, Sukmadinata (2007:221). Based on this, the data collection in this study, researchers conducted activities to review documents and sources of data or other information deemed relevant to the research being conducted. Data analysis techniques are the most important step to get answers to the problems you want to solve. The data in this study are presented in a qualitative descriptive manner. Qualitative descriptive analysis is a technique for analyzing data by not using models but by describing or interpreting data obtained from research using sentences.

Results and Discussion

6-Year-Old Child's Language Skills

a. The child named Nayla has problems in the expression of words and sentences.

Expression is a form of language expression. Language expression is a mention of something experienced by the wearer (Sudaryat, 2009). In the field, it was found that a child named Nayla had difficulty pronouncing the letter R when mentioning the name of her friend named "Adira". Based on research findings found in the field, as a child a child named Nayla was influenced by her peers while playing which made her poisoned in the pronunciation of words and sentences.

A child named Nayla knows words and sentences through the process of experience gained in everyday life. Even though she looks quiet and doesn't understand the conversations around her, Nayla can actually record what people around her are talking about. Like a friend who is talking about himself to other people even though at the same time Nayla can also record the results that his friend is talking about.

A child named Nayla can understand command language, ask, answer, complain in a simple way. For example, someone orders Nayla to buy something at a shop, so Nayla will answer the question with the answers "yes", "buy what?", "where to buy?". Nayla is good at complaining to her parents that when she plays with her friends she is bullied by her friends.

More specifically, the results of the sentences produced by a child named Nayla while playing are presented below:

Table 1. Sentences Produced by the Child

No.	The Sentence Produced	The Correct Forms
1	<i>Belmain</i>	<i>Bermain</i>
2	<i>Walna</i>	<i>Warna</i>
3	<i>Beyum</i>	<i>Belum</i>
4	<i>Aku disuluh mandi</i>	<i>Aku disuruh mandi</i>

5	<i>Yu main</i>	<i>Yuk main</i>
6	<i>Teyus yang mana ya</i>	<i>Terus yang mana ya</i>
7	<i>Dudukya disini</i>	<i>Duduknya disini</i>
8	<i>Malah – malah</i>	<i>Marah – marah</i>
9	<i>Main macak</i>	<i>Main masak</i>
10	<i>Nayla di yumah</i>	<i>Nayla di rumah</i>
11	<i>Disuyuh pulang</i>	<i>Disuruh pulang</i>
12	<i>Cabanya meyah</i>	<i>Cabanya Merah</i>

From the results of the data above, it can be seen that the sentences produced by a child named Nayla are still in the form of simple sentences in the form of one word, two words or three words. But more dominant to 3 words. This happens because the pronunciation of words is still not perfect and the resulting sentences are not complete and perfect.

Factors Inhibiting the Development of Language Skills at the Age of 6 Years

The causes of language development problems in early childhood can occur during their growth and development period. We must be able to understand the development of children's language according to their age. Every child certainly experiences different language development, of course. But we must be vigilant if the child shows language development problems. The following factors cause language development problems in children.

a. There are speech and language problems

The first factor that causes language development problems is a speech and language problem. This problem is caused by the brain working differently. This problem causes children to not be able to understand what other people are saying and have difficulty communicating.

b. Hearing disorders

Language development problems in early childhood can be due to hearing loss. Hearing loss can be categorized into several types, such as caused by disease, damage to the function of the outer ear, and so on.

c. Disintegration disorder

This can be caused by a Disintegrative disorder or Childhood Disintegrative Disorder (CDD). When they are 1-2 years old, the growth and development of children looks normal. Then after entering the age of about 2-4 years, children begin to show a decline in communication, skills, and lose weight. This disorder can be caused by genetic factors, environmental exposure, and autoimmune responses.

d. Genetic factor

Disorders of children's language development can be caused by genetic factors. For example, there are family members who have a history of speech delays. So there is also a possibility that the child may experience speech delays.

Conclusion

From the results of the study, the researchers concluded that: 1) Children aged 6 years who are detected earlier and given treatment earlier, enable their language skills to be like children of their age in general. 2) The results of the study show that sentence patterns in children aged 6 years are in the form of incomplete simple sentences, this occurs because the pronunciation of words is still not perfect. 3) Children aged 6 years tend to participate actively in communication even though the sentences they say are incomplete.

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